

# 2023–24 Bulletin

School of Arts & Sciences, Graduate Studies



Washington University in St. Louis



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## About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; and Social Work & Public Health.

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies, 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 the School of Continuing & Professional Studies.

The 2023-24 *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:

— The 2023-24 *Bulletin* PDFs will be available soon. —

- Architecture & Urban Design Bulletin (PDF)
- Art Bulletin (PDF)
- Arts & Sciences Bulletin (PDF)
- Business Bulletin (PDF)
- Engineering Bulletin (PDF)
- Law Bulletin (PDF)
- Medicine Bulletin (PDF)
- Social Work & Public Health Bulletin (PDF)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the 2023-24 *Bulletin* apply to students entering Washington University during the 2023-24 academic year. For more information, please visit the Catalog Editions (p. 7) 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 5, 2023). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page (<http://bulletin.wustl.edu/about/updates/>). 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, 2024. In the interim, semester course offerings will be found in Washington University's Course Listings (<https://courses.wustl.edu/Semester/Listing.aspx>); these are usually available at the end of September for the upcoming spring semester, in early February for the upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 7) in the About This Bulletin section (<http://bulletin.wustl.edu/about/>).

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

## Bulletin Policies

### 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. 7).

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 (<http://bulletin.wustl.edu/about/updates/>).

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

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

### Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 7).

## Course Numbering

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

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

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

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

## Curriculum Designators

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

### A (Architecture)

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

### B (Business)

| Code     | Name                                     |
|----------|--|
| B50 ACCT | Accounting                               |
| B51 ADMN | Administration                           |
| B52 FIN  | Finance                                  |
| B53 MGT  | Management                               |
| B54 MEC  | Managerial Economics                     |
| B55 MKT  | Marketing                                |
| B56 OB   | Organizational Behavior                  |
| B57 SCOT | Supply Chain, Operations, and Technology |
| B59 DAT  | Data Analytics                           |
| B60 ACCT | Graduate Accounting                      |
| B62 FIN  | Graduate Finance                         |

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

### E (Engineering)

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

### F (Art)

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

### I (Interdisciplinary Programs)

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

### L (Arts & Sciences)

| Code         | Name                        |
|--------------|-----------------------------|
| L01 Art-Arch | Art History and Archaeology |
| L04 Chinese  | Chinese                     |
| L05 Japan    | Japanese                    |
| L07 Chem     | Chemistry                   |
| L08 Classics | Classics                    |
| L09 Greek    | Greek                       |
| L10 Latin    | Latin                       |
| L11 Econ     | Economics                   |
| L12 Educ     | Education                   |
| L13 Writing  | Writing                     |

|              |  |
|--------------|--|
| L14 E Lit    | English Literature                           |
| L15 Drama    | Drama  |
| L16 Comp Lit | Comparative Literature                       |
| L18 URST     | Urban Studies                                |
| L19 EEPS     | Earth, Environmental, and Planetary Sciences |
| L21 German   | Germanic Languages and Literatures           |
| L22 History  | History                                      |
| L23 Re St    | Religious Studies                            |
| L24 Math     | Mathematics and Statistics                   |
| L27 Music    | Music  |
| L28 P.E.     | Physical Education                           |
| L29 Dance    | Dance  |
| L30 Phil     | Philosophy                                   |
| L31 Physics  | Physics                                      |
| L32 Pol Sci  | Political Science                            |
| L33 Psych    | Psychological & Brain Sciences               |
| L34 French   | French                                       |
| L36 Ital     | Italian                                      |
| L37 Portug   | Portuguese                                   |
| L38 Span     | Spanish                                      |
| L39 Russ     | Russian                                      |
| L40 SOC      | Sociology                                    |
| L41 Biol     | Biology and Biomedical Sciences              |
| L43 GeSt     | General Studies                              |
| L44 Ling     | Linguistics                                  |
| L45 LatAm    | Latin American Studies                       |
| L46 AAS      | Asian American Studies                       |
| L48 Anthro   | Anthropology                                 |
| L49 Arab     | Arabic                                       |
| L51 Korean   | Korean                                       |
| L52 ARC      | Archaeology                                  |
| L53 Film     | Film and Media Studies                       |
| L56 CFH      | Center for the Humanities                    |
| L57 RelPol   | Center on Religion and Politics              |
| L59 CWP      | College Writing Program                      |
| L61 FYP      | First-Year Programs                          |
| L62 Praxis   | Praxis                                       |
| L63 IPMS     | Movement Science                             |
| L64 PNP      | Philosophy-Neuroscience-Psychology           |
| L66 ChSt     | Children's Studies                           |
| L73 Hindi    | Hindi  |
| L74 HBRW     | Hebrew                                       |
| L75 JIMES    | Jewish, Islamic, and Middle Eastern Studies  |
| L77 WGSS     | Women, Gender, and Sexuality Studies         |
| L81 EALC     | East Asian Languages & Cultures              |
| L82 EnSt     | Environmental Studies                        |
| L84 Lw St    | Legal Studies                                |
| L85 MedH     | Medical Humanities                           |

|          |   |
|----------|---|
| L86 PBPM | Biological & Physical Sciences for PBPM Study |
| L89 Sphr | Speech and Hearing                            |
| L90 AFAS | African and African-American Studies          |
| L92 APL  | Applied Linguistics                           |
| L93 IPH  | Interdisciplinary Project in the Humanities   |
| L97 GS   | Global Studies                                |
| L98 AMCS | American Culture Studies                      |
| L99 OSP  | Overseas Programs                             |
| LGS GSAS | The Graduate School                           |

## M (Medicine)

| Code           | Name                                   |
|----------------|--|
| M01 OT         | Occupational Therapy Program           |
| M02            | Physical Therapy Program-Grad          |
| PhysTher       |  |
| M04 FYSelect   | First-Year Selectives                  |
| M05 Neurosci   | Neuroscience                           |
| M10 Anesth     | Anesthesiology                         |
| M15 Biochem    | Biochemistry and Molecular Biophysics  |
| M17 CLNV       | Clinical Investigation                 |
| M18 BMI        | Biomedical Informatics                 |
| M19 PHS        | Population Health Sciences             |
| M20 Genetics   | Genetics                               |
| M21 MSB        | Biostatistics and Genetic Epidemiology |
| M25            | Internal Medicine                      |
| Medicine       |  |
| M26 FamMed     | Family Medicine                        |
| M27 EMED       | Emergency Medicine                     |
| M30 MolMB      | Molecular Microbiology                 |
| M35 Neurol     | Neurology                              |
| M40            | Neurological Surgery                   |
| NeurSurg       |  |
| M45 ObGyn      | Obstetrics and Gynecology              |
| M50 Ophth      | Ophthalmology and Visual Sciences      |
| M55 Oto        | Otolaryngology                         |
| M60 Path       | Pathology                              |
| M65 Peds       | Pediatrics                             |
| M70 MolBio/Pha | Molecular Biology and Pharmacology     |
| M75 CellBio    | Cell Biology and Physiology            |
| M80 Interdis   | Interdisciplinary                      |
| M81 Gateway    | Gateway Curriculum                     |
| M85 Psych      | Psychiatry                             |
| M88 AHBR       | Applied Health Behavior Research       |
| M89 PACS       | Audiology and Communication Sciences   |
| M90 Radiol     | Radiology                              |

|              |                    |
|--------------|--------------------|
| M91          | Medical Physics    |
| MedPhys      |                    |
| M92 RadOnc   | Radiation Oncology |
| M93 NrsSci   | Nursing Science    |
| M95 Surgery  | Surgery            |
| M96 Ortho    | Orthopedic Surgery |
| M99 Ind Stdy | Independent Study  |

## S (Social Work and Public Health)

| Code      | Name                          |
|-----------|-------------------------------|
| S15 SWCR  | MSW Foundation                |
| S20 SWHS  | Theory, Problems & Issues     |
| S30 SWDP  | Practice Methods              |
| S31 SWDP  | Practice Methods              |
| S40 SWSP  | Social Policy                 |
| S48 SWSP  | Social Policy                 |
| S50 SWSA  | Practice Methods              |
| S55 MPH   | Master of Public Health (MPH) |
| S60 SWCD  | Practice Methods              |
| S65 SWCD  | Practice Methods              |
| S70 SWPR  | MSW Practicum                 |
| S81 SKILL | Skill Labs                    |
| S90 SWDT  | Brown PhD                     |
| S91 PSTM  | Post-Master Certificate       |

## T (Engineering - Joint Program & Sever Institute)

| Code      | Name                              |
|-----------|-----------------------------------|
| T11 JCS   | Joint Introduction to Computing   |
| T54 PRJM  | Project Management                |
| T55 ETEM  | Engineering Management            |
| T64 CNST  | Construction Management           |
| T71       | Health Care Operations            |
| HLTHCARE  |                                   |
| T81 INFO  | Information Management            |
| T83 CYBER | Cybersecurity Management          |
| T92 HCO   | Health Care Operations (Online)   |
| T93 CSM   | Cybersecurity Management (Online) |
| T95 EMGT  | Engineering Management (Online)   |

## U (School of Continuing & Professional Studies)

| Code         | Name  |
|--------------|---|
| U02 Classics | Classics                                    |
| U03 GS       | General Studies                             |
| U05 Chem     | Chemistry                                   |
| U07 Econ     | Economics                                   |
| U08 Educ     | Education                                   |
| U09 Psych    | Psychological & Brain Sciences (Psychology) |
| U10 ArtArch  | Art History and Archaeology                 |
| U11 EComp    | English Composition                         |
| U12 Fr       | French                                      |
| U13 EPSc     | Earth and Planetary Sciences                |
| U14 German   | Germanic Languages and Literatures          |
| U15 ELP      | English Language Programs                   |
| U16 Hist     | History                                     |
| U18 Film     | Film and Media Studies                      |
| U19 SUST     | Sustainability                              |
| U20 Math     | Mathematics and Statistics                  |
| U21 Drama    | Drama                                       |
| U22 Phil     | Philosophy                                  |
| U23 Phys     | Physics                                     |
| U24 Mus      | Music                                       |
| U25 PolSci   | Political Science                           |
| U26 Port     | Portuguese                                  |
| U27 Span     | Spanish                                     |
| U29 Bio      | Biology                                     |
| U30 Spch     | Speech                                      |
| U31 Dance    | Dance and Somatic Movement Studies          |
| U32 CompLit  | Comparative Literature                      |
| U35 Arab     | Arabic                                      |
| U36 Japan    | Japanese                                    |
| U37 Hebr     | Hebrew                                      |
| U38 Chinese  | Chinese                                     |
| U39 Russ     | Russian                                     |
| U40 Ital     | Italian                                     |
| U43 IS       | International Studies                       |
| U44 Bus      | Business                                    |
| U47 IRISH    | Irish Studies                               |
| U48 Comm     | Communications                              |
| U49 JRN      | Journalism                                  |
| U51 KOREAN   | Korean                                      |
| U56 ISLA     | Integrated Studies in Liberal Arts          |
| U65 ELit     | English and American Literature             |
| U66 RelSt    | Religious Studies                           |
| U67 LAS      | Latin American Studies                      |

|            |   |
|------------|---|
| U68 SOC    | Sociology                                   |
| U69 Anthro | Anthropology                                |
| U71 DATA   | Data Studies                                |
| U73 Hindi  | Hindi                                       |
| U74 Sci    | Science                                     |
| U76 NPM    | Nonprofit Management                        |
| U78 EAsia  | East Asian Studies                          |
| U79 Art    | Art   |
| U80 CRM    | Clinical Research Management                |
| U82 CIM    | Computers and Information Management        |
| U84 AFAS   | African and African-American Studies        |
| U85 IA     | International Affairs                       |
| U86 HCARE  | Health Care                                 |
| U87 HRM    | Human Resources Management                  |
| U89 AMCS   | American Culture Studies                    |
| U90 GIS    | Geographic Information Systems              |
| U91 Ling   | Linguistics                                 |
| U92 WGSS   | Women, Gender, and Sexuality Studies        |
| U93 Scan   | Scandinavian                                |
| U94 JME    | Jewish, Islamic, and Middle Eastern Studies |
| U96 DLA    | DLA Seminars                                |
| U98 MLA    | MLA Seminars                                |

## W (Law)

| Code    | Name |
|---------|------|
| W74 LAW | Law  |

## X (Design & Visual Arts)

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

## 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 course work 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 must complete the graduation requirements in effect during the term that they matriculated into their program of study as published in the edition of the *Bulletin* from that academic year. 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](mailto:registrar@wustl.edu)) with specifics of the needed information.

## 2022-2023

*The HTML versions of the 2022-23 Bulletins are coming soon.*

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Grad\\_Arch.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Grad_Arch.pdf)))
- Graduate Art Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Grad\\_Art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Grad_Art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Grad\\_Arts\\_Sciences.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Grad_Arts_Sciences.pdf)))
- Graduate Business Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Grad\\_Business.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Grad_Business.pdf)))
- Graduate Engineering Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Grad\\_Engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Grad_Engineering.pdf)))
- Law Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Law.pdf)))
- Medicine Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Medicine.pdf)))
- Social Work & Public Health Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Brown.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Brown.pdf)))
- Undergraduate Bulletin (HTML) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_Undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_Undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2022-23\\_UCollege.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2022-23_UCollege.pdf)))

## 2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Grad\\_Arch.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Arch.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Grad\\_Art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Art.pdf)))

- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Grad\\_School.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_School.pdf)))
- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/business/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Grad\\_Business.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Business.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Grad\\_Engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Grad_Engineering.pdf)))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/law/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Law.pdf)))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/medicine/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Medicine.pdf)))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/brownschool/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Brown.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Brown.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2021-22/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_Undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_Undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2021-22/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2021-22/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2021-22\\_UCollege.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2021-22_UCollege.pdf)))

## 2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Grad\\_Arch.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Arch.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Grad\\_Art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Grad\\_School.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_School.pdf)))
- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/business/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Grad\\_Business.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Business.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Grad\\_Engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Grad_Engineering.pdf)))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/law/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Law.pdf)))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/medicine/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Medicine.pdf)))

- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/brownschool/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Brown.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Brown.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2020-21/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_Undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_Undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2020-21/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2020-21/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2020-21\\_UCollege.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2020-21_UCollege.pdf)))

## 2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_grad\\_architecture.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_architecture.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_grad\\_art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_graduate\\_school.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_graduate_school.pdf)))
- Graduate Business Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/business/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_grad\\_business.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_business.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_grad\\_engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_grad_engineering.pdf)))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/law/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_law.pdf)))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/medicine/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_medicine.pdf)))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/brownschool/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_brownschool.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_brownschool.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2019-20/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2019-20/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2019-20/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2019-20\\_university\\_college.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2019-20_university_college.pdf)))

## 2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_grad\\_architecture.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_architecture.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_grad\\_art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_graduate\\_school.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_graduate_school.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_grad\\_engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_grad_engineering.pdf)))
- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/law/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_law.pdf)))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/medicine/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_medicine.pdf)))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/brownschool/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_brownschool.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_brownschool.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2018-19/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2018-19/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2018-19/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2018-19\\_university\\_college.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2018-19_university_college.pdf)))

## 2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_grad\\_architecture.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_architecture.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_grad\\_art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_graduate\\_school.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_graduate_school.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_grad\\_engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_grad_engineering.pdf)))

- Law Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/law/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_law.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_law.pdf)))
- Medicine Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/medicine/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_medicine.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_medicine.pdf)))
- Social Work & Public Health Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/brownschool/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_brownschool.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_brownschool.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2017-18/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2017-18/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2017-18/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2017-18\\_university\\_college.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2017-18_university_college.pdf)))

## 2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/architecture/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_grad\\_architecture.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_architecture.pdf)))
- Graduate Art Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/art/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_grad\\_art.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_art.pdf)))
- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_graduate\\_school.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_graduate_school.pdf)))
- Graduate Engineering Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/grad/engineering/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_grad\\_engineering.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_grad_engineering.pdf)))
- Medicine Bulletin (PDF (<http://bulletin.wustl.edu/about/prior/bulletin17.pdf>))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2016-17/undergrad/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_undergraduate.pdf)))
- University College Bulletin (HTML: Undergraduate (<https://bulletin.wustl.edu/prior/2016-17/undergrad/ucollege/>), Graduate (<https://bulletin.wustl.edu/prior/2016-17/grad/ucollege/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2016-17\\_university\\_college.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2016-17_university_college.pdf)))

## 2015-2016

- Graduate Arts & Sciences Bulletin (HTML (<https://bulletin.wustl.edu/prior/2015-16/gsas/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2015-16\\_gsas.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2015-16_gsas.pdf)))
- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2015-2016\\_Bulletin\\_FINAL\\_3-2-16\\_.pdf](http://bulletin.wustl.edu/about/prior/2015-2016_Bulletin_FINAL_3-2-16_.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2015-16/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2015-16\\_undergraduate.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2015-16_undergraduate.pdf)))

## 2014-2016

- University College Bulletin (undergraduate & graduate) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2014-2016\\_UCollege.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2014-2016_UCollege.pdf)))

## 2014-2015

- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2014-2015\\_bulletin.pdf](http://bulletin.wustl.edu/about/prior/2014-2015_bulletin.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2014-15/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2014-2015.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2014-2015.pdf)))

## 2013-2014

- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2013-2014\\_bulletin.pdf](http://bulletin.wustl.edu/about/prior/2013-2014_bulletin.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2013-14/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_13-14.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_13-14.pdf)))

## 2012-2015

- Graduate Arts & Sciences Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/GSAS\\_Bulletin\\_2012-2015.pdf](http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2012-2015.pdf)))

## 2012-2014

- University College Bulletin (undergraduate & graduate) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_2012-2014\\_UCollege.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_2012-2014_UCollege.pdf)))

## 2012-2013

- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2012-2013\\_bulletin.pdf](http://bulletin.wustl.edu/about/prior/2012-2013_bulletin.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2012-13/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_12-13.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_12-13.pdf)))

## 2011-2012

- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2011-2012\\_bulletin.pdf](http://bulletin.wustl.edu/about/prior/2011-2012_bulletin.pdf)))
- Undergraduate Bulletin (HTML (<https://bulletin.wustl.edu/prior/2011-12/>)) (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_11-12.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_11-12.pdf)))

## 2010-2011

- Medicine Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/2010-2011\\_bulletin.pdf](http://bulletin.wustl.edu/about/prior/2010-2011_bulletin.pdf)))
- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_10-11.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_10-11.pdf)))

## 2009-2012

- Graduate Arts & Sciences Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/GSAS\\_Bulletin\\_2009-2012.pdf](http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2009-2012.pdf)))

## 2009-2010

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

## 2008-2010

- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_08-10.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_08-10.pdf)))

## 2008-2009

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

## 2006-2009

- Graduate Arts & Sciences Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/GSAS\\_Bulletin\\_2006-2009.pdf](http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2006-2009.pdf))) and accompanying 2008 Update (PDF ([http://bulletin.wustl.edu/about/prior/GSAS\\_Bulletin\\_2008\\_insert.pdf](http://bulletin.wustl.edu/about/prior/GSAS_Bulletin_2008_insert.pdf)))

## 2006-2008

- Undergraduate Bulletin (PDF ([http://bulletin.wustl.edu/about/prior/Bulletin\\_06-08.pdf](http://bulletin.wustl.edu/about/prior/Bulletin_06-08.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 University Facts (<http://wustl.edu/about/facts/>) page of our website.

## Enrollment by School

For enrollment information (<https://wustl.edu/about/university-facts/#students>), 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 approved 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 (<http://boardoftrustees.wustl.edu>) for more information.

### University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, 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 (<https://wustl.edu/about/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. Individual schools — particularly our graduate and professional schools — may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

## Fall Semester 2023

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

| Date           | Day              | Description                     |
|----------------|------------------|---------------------------------|
| August 28      | Monday           | First day of classes            |
| September 4    | Monday           | Labor Day (no classes)          |
| October 7-10   | Saturday-Tuesday | Fall Break (no classes)         |
| November 22-26 | Wednesday-Sunday | Thanksgiving Break (no classes) |
| December 8     | Friday           | Last day of classes             |
| December 11-20 | Monday-Wednesday | Reading and finals              |

## Spring Semester 2024

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

| Date           | Day              | Description               |
|----------------|------------------|---------------------------|
| January 16     | Tuesday          | First day of classes      |
| March 10-16    | Sunday-Saturday  | Spring Break (no classes) |
| April 26       | Friday           | Last day of classes       |
| April 29-May 8 | Monday-Wednesday | Reading and finals        |

## Commencement Ceremonies

| Date   | Day    | Description                   |
|--------|--------|-------------------------------|
| May 13 | Monday | Class of 2024<br>Commencement |

## Summer Semester 2024

| Date      | Day      | Description                   |
|-----------|----------|-------------------------------|
| May 20    | Monday   | First Summer Session begins   |
| May 27    | Monday   | Memorial Day (no classes)     |
| July 4    | Thursday | Independence Day (no classes) |
| August 15 | Thursday | Last Summer Session ends      |

Washington University recognizes the individual student's choice in observing religious holidays ([https://bpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/c/2883/files/2021/12/Religious-Holiday-Class-Absence-Policy-Final\\_November-2021.pdf](https://bpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/c/2883/files/2021/12/Religious-Holiday-Class-Absence-Policy-Final_November-2021.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 is located on the lower level of the Mallinckrodt Center, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Learning Center website (<https://ctl.wustl.edu/learningcenter/>) or call 314-935-5970. There are three types of services housed within the Learning Center:

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

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

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

The Office for International Students and Scholars is located on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website (<https://students.wustl.edu/international-students-scholars/>) 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 (<https://veterans.wustl.edu/policies/policy-for-military-students/>) applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users (<https://veterans.wustl.edu/policies/policy-for-va-students/>) applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

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

**Relationship and Sexual Violence Prevention (RSVP) Center.**

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call

for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website (<https://students.wustl.edu/relationship-sexual-violence-prevention-center/>).

**WashU Cares.** WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website (<https://students.wustl.edu/washu-cares/>) 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 (<http://writingcenter.wustl.edu>) 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 Habif Health and Wellness Center provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Habif Health and Wellness Center website (<https://students.wustl.edu/habif-health-wellness-center/>) for more information about Habif's 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 (<https://students.wustl.edu/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, and travel medicine and sexual health services. Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Habif Health and Wellness Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. Habif accepts 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 Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment (<https://students.wustl.edu/habif-health-wellness-center/>).

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

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

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

## 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 and the Health and Wellness Digital Library (<https://students.wustl.edu/health-wellness-digital-library/>), follow Habif on Instagram (<https://www.instagram.com/>) (@washu\_habif), and/or email [wellness@wustl.edu](mailto:wellness@wustl.edu). In 2018, this department launched the WashU Recovery Group to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences. The group provides local resources, support, meetings, and activities. Members have 24/7 access to a private facility to study, meet, and socialize. The group is not a recovery program; it is a confidential resource that students can add to their support system. For more information, email [recovery@wustl.edu](mailto:recovery@wustl.edu).

## Mental Health Services

### 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 TimelyCare (<https://students.wustl.edu/timelycare/>).

Licensed professional staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of Mental Health Services. Providers also offer self-help programs including Therapy Assistance Online (TAO) (<https://students.wustl.edu/therapy-assistance-online/>) as well as quick consultations called "Let's Talk." All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the Mental Health Services website (<https://students.wustl.edu/mental-health-services/>) or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the Mental Health Services website (<https://students.wustl.edu/mental-health-services/>) or send an email to [mhscoordinator@wustl.edu](mailto:mhscoordinator@wustl.edu).

## Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage 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 (<https://students.wustl.edu/habif-health-wellness-center/>) 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. Habif 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 Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website (<https://students.wustl.edu/habif-health-wellness-center/>). 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. It covers a membership to the Sumers Recreation Center, health education, prevention efforts, and other benefits, including no-cost counseling visits.

## Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page (<https://wusmhealth.wustl.edu/students/>) 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 (<https://qrco.de/bdJl4z/>) 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 (<https://police.wustl.edu/>).

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report (<http://police.wustl.edu/clery-reports-logs/>) 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 (<https://facilities.med.wustl.edu/security-new/>) of the Washington University Operations & Facilities Management Department.

## University Policies

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

## Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, 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 (<http://hr.wustl.edu/policies/Pages/DiscriminationAndHarassment.aspx>) is available on the Human Resources website.

## Sexual Harassment

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

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

### Discrimination and Harassment Response Coordinator

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

### Title IX Coordinator

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

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

## Student Health

### Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy (<https://hr.wustl.edu/items/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 (<https://hr.wustl.edu/items/tobacco-free-policy/>) is available on the Human Resources website.

## Medical Information

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

If students fail to comply with these requirements (<https://students.wustl.edu/immunizations/>) prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at the Habif Health and Wellness Center, if there is no evidence of immunity. In addition, undergraduate students will be required to obtain meningitis vaccinations. Students will be assessed the cost of the vaccinations. 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 Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>) website. All students who have completed the registration process should access the student portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services (<https://studenthealth.med.wustl.edu/students/new-students/student-entrance-requirements/>) website.

## Student Conduct

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

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

Complaints against students that include allegations of sexual assault or certain complaints that include allegations of sexual harassment in violation of the Student Conduct Code are governed by the procedures found in the University Sexual Assault Investigation Board Policy

(<https://wustl.edu/about/compliance-policies/governance/usaib-procedures-complaints-sexual-assault-filed-students/>), which is available online or in hard copy from the Title IX coordinator or the director of Student Conduct and Community Standards.

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

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

## Undergraduate Student Academic Integrity Policy

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

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

### Scope and Purpose

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

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

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

#### 1. Plagiarism

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

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

#### 2. Cheating on an Examination

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Reporting Misconduct

### Faculty Responsibility

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

### Student Responsibility

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

## Exam Proctor Responsibility

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

## Procedure Jurisdiction

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

## Administrative Procedures

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

## Student Rights and Responsibilities in a Hearing

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

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

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

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

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

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

## Sanctions

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

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

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

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

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

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

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

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

## Appeals

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

## Records

### Administrative Record-Keeping Responsibilities

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

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

## Multiple Offenses

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

## Reports to Faculty and Student Body

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

## Graduate Student Academic Integrity Policies

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

## Statement of Intent to Graduate

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

## 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 (<http://registrar.wustl.edu>).

All current and former students may request official Washington University transcripts from the Office of the University Registrar via either WebSTAC (if they remember their WUSTL Key) or Parchment (if they do not have or cannot remember their WUSTL Key). Students may print unofficial transcripts for their personal use from WebSTAC. Instructions and additional information are available on the Office of the University Registrar's website (<http://registrar.wustl.edu>).

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.

## University Affiliations

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

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

## Washington University in St. Louis

### Accreditation

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

### Memberships

- American Academy of Arts & Sciences (<https://www.amacad.org/>)
- American Association of Colleges & Universities (<https://www.aacu.org/>)
- American Council of Learned Societies (<https://www.acls.org/>)
- American Council on Education (<https://www.acenet.edu/>)
- Association of American Universities (<https://www.aau.edu/>)
- Hispanic Association of Colleges and Universities (<https://www.hacu.net/>)
- Independent Colleges and Universities of Missouri (<https://www.independentcollegesanduniversitiesofmo.com/>)

- National Association of Independent Colleges and Universities (<https://www.naicu.edu/>)
- National Council for State Authorization Reciprocity Agreements (<https://nc-sara.org/>)
- Universities Research Association (<https://www.ura-hq.org/>)

## College of Arts & Sciences

### Memberships

- American Camp Association (<https://www.acacamps.org/>)
- Association for Pre-College Program Directors (<https://www.precollegeassociation.org/>)
- Association of University Summer Sessions (<https://www.theauss.org/>)
- Diversity Abroad (<https://diversitynetwork.org/>)
- Forum on Education Abroad (<https://forumea.org/>)
- Higher Education Protection Network (<https://www.higheredprotection.org/>)
- International Center for Academic Integrity (<https://www.academicintegrity.org/>)
- International Educational Exchange (<http://www.ieexchanges.com/>)
- Midwest Association of Pre-Law Advisors (<https://mapla.org/>)
- National Academic Advising Association (<https://nacada.ksu.edu/>)
- National Association of Advisors for the Health Professions (<https://www.naahp.org/>)
- National Association of Fellowships Advisors (<https://nafadvisors.org/>)
- North American Association of Summer Sessions (<https://naass.org/>)
- Professional and Organizational Development Network (<https://podnetwork.org/>)

## Office of Graduate Studies, Arts & Sciences

### Memberships

- Association of Graduate Schools (<https://www.aau.edu/taxonomy/term/446/>) (Founding member)
- Council of Graduate Schools (<https://cgsnet.org/>) (Founding member)
- Student Affairs Administrators in Higher Education (<https://www.naspa.org/home/>)

## Sam Fox School of Design & Visual Arts

### Accreditation — College of Art

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

### Accreditation — College of Architecture

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

### Membership — College of Architecture

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

### Accreditation — Mildred Lane Kemper Art Museum

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

### Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries (<https://www.aamg-us.org/>)
- Association of Art Museum Directors (<https://aamd.org/>)
- College Art Association (<https://www.collegeart.org/>)

## Olin Business School

### Accreditation

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

### Membership

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

## School of Law

### Accreditation

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

### Memberships

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

## School of Medicine

### Accreditation

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

### Membership

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

## Brown School

### Accreditation

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

## School of Continuing & Professional Studies

### Memberships

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

**Note:** Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International (<https://www.aacsb.edu/>).

## University Libraries

### Membership

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

## University PhD Policies & Requirements

### Academic PhD Programs

The following policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and experience. Schools may set stricter standards but must not relax these. This list does not include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

## Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) ([http://bulletin.wustl.edu/pdf/Academic and Professional Integrity Policy for PhD Students\\_2022.pdf](http://bulletin.wustl.edu/pdf/Academic%20and%20Professional%20Integrity%20Policy%20for%20PhD%20Students_2022.pdf)) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

## Involuntary Leave of Absence

The Involuntary Leave of Absence Policy (<https://wustl.edu/about/compliance-policies/governance/involuntary-leave-policy-undergraduate-students/>) that applies to undergraduates was adopted to apply to all PhD students in 2014.

## Financial Policies & Practices

### Academic Load Status for Financial Aid, Immigration and Enrollment Verification

#### Graduate (Fall, Spring):

| Status              | Enrolled Units of Credit |
|---------------------|--------------------------|
| Full time           | 9+ units                 |
| Half time           | 4.5-8.99 units           |
| Less than half time | Fewer than 4.5 units     |

#### Graduate (Summer):

| Status              | Enrolled Units of Credit |
|---------------------|--------------------------|
| Full time           | 6+ units                 |
| Half time           | 3-5.99 units             |
| Less than half time | Fewer than 3 units       |

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

## Child Daycare Subsidy

Sponsored by Washington University in St. Louis, the purpose of the Child Daycare Subsidy is to help PhD student families meet the costs of child daycare while they pursue their studies.

The amount of Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible students can expect the following:

- For one child, the maximum award is \$3,550 per semester.
- For two children, the maximum award is \$4,550 per semester.
- For three or more children, the maximum award is \$5,550 per semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website (<https://provost.wustl.edu/vpge/phd-education-and-governance/>).

## Interdisciplinary Courses

PhD students can speak with their advisors with regard to enrolling in individual courses available outside of their school that may advance their research or professional goals. A university tuition agreement signed by all of the deans of the university's graduate and professional schools fosters interdisciplinary study across the schools and allows enrollment in classes outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- The student must be enrolled full-time in a graduate degree program and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
- Courses will be open to students outside of the discipline only if those students have met the required prerequisites and have the approval of both their department/advisor and the course instructor.
- Finally, courses in the evening divisions, including the School of Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.

## Minimum Stipend Award

The amounts and vehicles of financial support for graduate students are usually decided by the individual schools. Washington University is committed to funding most PhD students for five to six years, depending on the time needed to complete a particular program. Funding typically consists of full tuition remission and a stipend to defray living expenses. Monetary support may come from the university or from outside sources, and it is usually administered by an administrative staff member of the program or the school acting in accordance with instructions received from the program/school administration or from a faculty member.

## New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days while they receive their current stipend support. Additional time off without receiving a stipend for up to a full semester will ordinarily be granted by the student's home school if approved by the student's department.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New child leave must be taken within the first year after the child's birth or adoption. Students should contact their department to request a New Child Leave.

Students who receive support from external agencies should consult the policies and guidelines of the sponsor.

## PhD General Requirements

To earn a PhD at Washington University, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate form via WebSTAC (<https://acadinfo.wustl.edu>).

## Residence Requirement

Each PhD student must spend at least one academic year enrolled full-time at Washington University. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

## Program Length Limit

The maximum number of semesters of continuous enrollment is 18 (9 years). Students in PhD programs who have not completed their terminal degrees and who have not withdrawn will be dismissed at the end of 18 semesters. An exception may be granted by the dean of the student's respective school on request by the designated faculty graduate program director (in most departments, this position is called the *Director of Graduate Studies*) if the student is expected to complete their degree during a tenth year of enrollment. Enrollment for an eleventh continuous year will not be allowed. Semesters during which the student is on an approved leave of absence are not included on the enrollment clock.

## Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called preliminary, qualifying, general, comprehensive or major field exams. The qualifying process varies according to the program. In some programs, it consists of a series of incremental, sequential and cumulative exams over a considerable time. In others, the exams are held during a relatively short period of time. Exams may be replaced by one or more papers. The program, which determines the structure and schedule of the required examinations, is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

## Mentored Experience Requirement

PhD students at Washington University must complete a department-defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student's transcript when complete. Each department has an established Mentored Experience Implementation Plan in which the number of semesters that a student must engage in a Mentored Teaching Experience or a Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments may elect to include the

Mentored Professional Experiences as an avenue for completing one or more semesters of the Mentored Experience Requirement. Doctoral students will enroll in Mentored Teaching Experiences or Mentored Professional Experiences to signify their progression toward completing the overall Mentored Experience Requirement for their degree.

## Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department or program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. It must be submitted to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning the fifth year of full-time enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost (<https://provost.wustl.edu/vpge/phd-education-and-governance/>); both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their program's policies.

## Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the doctoral dissertation committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University faculty members or, for programs offered by Washington University-affiliated partners, full-time members of a Washington University-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University, at another university, in government or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws formation also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Faculty outside of the committee and graduate students who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

*(Policy amended by the Doctoral Council on Aug. 25, 2022)*

## Dissertation Submission

After the defense, the student must submit an electronic copy of the dissertation online to the university. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest ETD Administrator (<https://www.etsdadmin.com/main/home/>), but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates (<https://sed-ncses.org/login.aspx>) separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the program chair or director, to the school registrar or the appropriate record

custodian. Students who defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

# Office of Graduate Studies

The Office of Graduate Studies (OGS), Arts & Sciences, administers master's and PhD degrees for departments within the School of Arts & Sciences. Graduate students in Arts & Sciences programs are supported administratively by the OGS.

## Governance

The OGS, Arts & Sciences, is led by the Vice Dean of Graduate Education and the OGS team. The Vice Dean also works closely with an Advisory Council, which consists of nominated and elected faculty from across Arts & Sciences as well as student representatives from Arts & Sciences graduate programs. The Advisory Council advises the Vice Dean and the OGS team on policies, the implementation of strategic initiatives, and emerging issues and opportunities related to graduate education in Arts & Sciences. The Council provides initial reviews of curricular proposals and meets with all Arts & Sciences directors of graduate study and student representatives each semester.

## Contact Information

Office of Graduate Studies, Arts & Sciences  
Cupples II, Suite 204  
Washington University in St. Louis  
One Brookings Drive, MSC 1187-0012-02  
St. Louis, MO 63130-4899

Phone: 314-935-6880  
Email: [artscigrads@wustl.edu](mailto:artscigrads@wustl.edu)  
Website: <https://gradstudies.artsci.wustl.edu/>

## Doctoral Degrees

The PhD is not only an exploration of the body of knowledge of a given discipline, it is also an original contribution to that discipline. To the extent that doctoral education has been successful, the student's relationship to learning is significantly changed. Having made a discovery, developed an insight, tested a theory, or designed an application, the PhD recipient is no longer a student but rather a colleague of the faculty. It is for this reason that the PhD is the highest degree offered by a university.

The core mission of PhD programs at research universities is to educate the future faculty of other research universities and institutions of higher education. Graduates of Washington University participate in research and teaching; they also make valuable contributions to society by applying the analytical and creative skills required for scholarship to careers in the business, government and nonprofit sectors. The Office of Graduate Studies, Arts & Sciences, therefore works with other university offices to ensure that students have the opportunity to develop these transferable skills.

Among the critical components the university provides for these purposes are a small and select graduate student body, faculty members dedicated to scholarly work, and the physical facilities required for research. In these regards, Washington University compares favorably to the finest graduate institutions in the world. However, the key ingredients of PhD completion must be provided by the student: a love of learning and a desire to increase the sum of human knowledge. In addition, motivation and perseverance are prerequisites for success in PhD programs.

## Academic Information

### General Requirements for PhD Degrees in Arts & Sciences

To earn a PhD at Washington University, a student must complete all courses required by their department; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate form on WebSTAC (<https://acadinfo.wustl.edu>). (WebSTAC ([https://aiswiki.wustl.edu/webstachelp/index.php/WebSTAC\\_Help/](https://aiswiki.wustl.edu/webstachelp/index.php/WebSTAC_Help/)) is the primary academic records and accounts portal for students at Washington University.)

## Enrollment and Registration

Students newly admitted to graduate programs in Arts & Sciences receive information on creating a WUSTL Key from the university registrar. The WUSTL Key is Washington University users' login ID and password for the use of university systems, and it is used (among other accesses) to register for courses online via WebSTAC during open registration periods. All registrations require online approval by the student's faculty advisor and are monitored by the Office of Graduate Studies, Arts & Sciences.

## Regular Enrollment

Students admitted to a PhD program in Arts & Sciences must maintain full-time continuous enrollment throughout the approved length of their programs. Most of our PhD programs will be completed within five or six years. During those years, students will be considered full-time if they have one of the following statuses:

- They are registered for 9 or more course units; **or**
- They are registered in a zero-unit course (LGS 9000 Full-time Graduate Research/Study or LGS 9001 Full-time Graduate Study in Absentia) that indicates the student's full-time engagement in research or academic writing.

Registration in LGS 9000 is based on a recommendation from the student's advisor stating that the student is making satisfactory progress toward the degree.

During a student's period of regular registration, they may have a need or opportunity to study away from Washington University. Recommendations from departments for students' registration in absentia will be considered by the Office of Graduate Studies, Arts & Sciences, on a case-by-case basis. If approved by the Office of Graduate

Studies, Arts & Sciences, the student will be registered for LGS 9001 Full-time Graduate Study in Absentia. Students may be allowed to register for LGS 9001 for up to four consecutive or nonconsecutive fall/spring semesters. Semesters in which a student is registered in absentia are counted as part of the student's program length.

PhD students in Arts & Sciences who are fully funded, registered full-time, within their program length, and making satisfactory academic progress will receive tuition remission and a 90% subsidy of health insurance, dental insurance and wellness fees. Tuition each semester will be calculated based on the number of registered course units, where applicable.

## Enrollment Extension

Students may be permitted to register for one additional year beyond their program length. When recommended by their department and approved by the Office of Graduate Studies, Arts & Sciences, these students will be registered in a zero-unit course (LGS 9002 Full-time Graduate Study Extension) that confers full-time enrollment status. Students registered for LGS 9002 may or may not receive stipend support, but they are eligible to receive other benefits available to full-time PhD students in Arts & Sciences, including health insurance and wellness fee subsidies.

Students may be registered for LGS 9002 for a maximum of two semesters. Students who do not complete their programs within this time limit must either withdraw from the program or be designated as Degree Candidacy Extended.

## Degree Candidacy Extended

Upon the recommendation of their departments and the approval of the Office of Graduate Studies, Arts & Sciences, students who do not complete their PhD degrees within their program length and potential one-year enrollment extension may remain doctoral candidates for up to five years. Extended degree candidates are not registered for any courses, have no enrollment status, and receive none of the benefits available to registered Washington University students, including student loan deferment.

## Part-Time Students

PhD candidates are not admitted as part-time students. Part-time status will be calculated strictly on the basis of registration in fewer than 9 course units without LGS 9000 registration and will be permitted only in extraordinary circumstances.

## Courses and Tuition Remission

The Office of Graduate Studies, Arts & Sciences, will approve and apply tuition remission for a limit of up to 72 course units. The 72-unit calculation may include courses transferred from other graduate programs, which would then count toward degree completion.

Students pursuing a certificate or an unrelated master's degree in addition to their PhD must consult the departments and advisors about credit sharing between the programs. Tuition remission for units in excess of 72 will not be provided by the Office of Graduate Studies, Arts & Sciences.

To be eligible for tuition remission, courses must be offered at the graduate level, taken for a grade, and approved in advance by the student's advisor and program as necessary for the student's degree. Graduate-level courses begin with courses numbered in the 500s/5000s. Audited courses and courses taken Pass/Fail are not eligible for tuition remission and cannot count toward full-time status in a given semester. Students should consult their advisors regarding course selection.

When certain conditions apply, graduate students may be permitted to register for Arts & Sciences courses numbered below 400, but they may not ordinarily be covered by tuition remission unless approved by the Office of Graduate Studies, Arts & Sciences, or their designee. Full-time students in graduate programs in Arts & Sciences who wish to take graduate courses in the School of Continuing & Professional Studies or Summer School must obtain the approval of both their academic advisor and the Office of Graduate Studies, Arts & Sciences. Tuition remission may be available for such approved courses if they are approved by both the department and the Office of Graduate Studies, Arts & Sciences, and if they fall within the 72-unit limit.

## Grades

Credit-conferring grades for students in Arts & Sciences are as follows:

- A: outstanding (an A grade may be modified by a plus or minus)
- B: good (a B grade may be modified by a plus or minus)
- C: conditional (a C grade may be modified by a plus or minus)
- S: satisfactory (the S grade is used almost exclusively for credit units earned by doing research)
- U: unsatisfactory (the U grade is used almost exclusively for credit units earned by doing research)
- F: failing
- X: final examination missed
- I: incomplete

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 by the last day of classes of the following semester will result in these temporary notations being automatically changed to a grade of F (or, in the case of a course taken as Satisfactory/Unsatisfactory, to a grade of U).

Grades cannot be changed after the conferral of a student's degree.

The Office of Graduate Studies, Arts & Sciences, uses a 4-point scale for calculating grade point averages:

- A = 4
- B = 3
- C = 2

A plus adds 0.3 to the value of a grade, and a minus subtracts 0.3 from the value of the grade.

Zero-unit LGS 9000-level courses will have only the Satisfactory/Unsatisfactory grade option.

## Grade Appeals

If a student believes a grade they have received — whether referring to a single assignment or to the course grade as a whole — is inappropriate, arbitrary, or assigned for nonacademic reasons, they have the right to discuss any grade(s) with their instructor and to request a change of grade(s). (Students wanting to discuss the possibility of appealing their grades are welcome to do so with their advisor or the Office of Graduate Studies academic affairs team. Connect with the Office of Graduate Studies at [artscigrads@wustl.edu](mailto:artscigrads@wustl.edu).)

Grade appeals should be filed as soon as possible after the grade is assigned and must be addressed in a timely manner. Grade appeals are not allowed after one semester has passed since the grade has been awarded. Grade appeals in the term prior to the student's graduation must be raised immediately and addressed on a truncated timeline from what is outlined below in order for the appeal to be addressed prior to the conferral of a degree. If a grade appeal is submitted after a student has graduated, it will not be reviewed, as no grade changes will be made to the academic record following conferral of a degree.

The below steps outline the grade appeal process:

- The student must first request the grade change from the instructor. The request should be in writing and outline the reasons the grade change is being requested. The instructor must respond to the student in writing with detailed justification for the grade given within two weeks of the student's request.
- If the student is not satisfied by the instructor's justification for the grade, they may appeal the grade in writing to the appropriate department chair or program director (based on the home department or program of the course and not on the student's program of enrollment) within one week of the instructor's response. The appropriate chair or director will review the appeal and provide a written response to the student within three weeks.
- A graduate student's last opportunity for appeal is to the Vice Dean of Graduate Education. If a student wants to pursue a grade appeal to this level, the appeal must be in writing and submitted within one week of the written response from the chair. The Vice Dean of Graduate Education must respond within four weeks of the student's appeal, and the response must be in writing.

If a student believes that the grade is the result of identity-based discrimination, they should make a report through the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>).

## Incomplete Grades

A student may be eligible for a grade of Incomplete if they experience medical or acute personal challenges that make the satisfactory completion of course work difficult or unlikely. The student may request a grade of Incomplete (I) from one or more instructors and 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 prior to the end of the next semester. 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. This time frame should not extend past the last day of classes of the following semester.

- Spring semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the summer semester
- Summer semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the fall semester
- Fall semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the spring semester

Failure to submit completed work within the relevant time frame 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 Satisfactory/Unsatisfactory, to a grade of U).

Further, 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 Satisfactory/Unsatisfactory, to a grade of U).

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.

## Retaking a Course

Graduate students may be allowed to retake a course once with prior permission from their department or program. The department can refuse the student's request. If permission to retake a course is granted, both registrations will show on the transcript. The grade for the first enrollment will always be updated to include the symbol R, which will cause the grade calculation for the first enrollment to be removed from the grade point average calculations. Whether or not it is lower than or equal to the original grade, the grade for the second enrollment will be used to calculate the grade point average. The grade for the first enrollment will not be replaced with an R until the second enrollment is completed and its grade has posted. A student who retakes a course without prior permission might not receive permission retroactively. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. The R option may be invoked only once per course, and the original grade option must be retained.

## Transferred Credit

Credit for previous courses will be transferred to a student's Washington University record only to fulfill departmental course/credit requirements. Departments may request transfer credit from official transcripts after a student's admission to a PhD program.

## Satisfactory Academic Progress

Satisfactory academic progress for students in PhD programs is monitored by the Office of Graduate Studies, Arts & Sciences, as well as by the degree program. Failure to maintain satisfactory academic progress may result in a student's placement on academic probation or their immediate dismissal. Most financial awards — and all federally funded awards — are contingent on the maintenance of satisfactory academic progress. Moreover, satisfactory academic progress is a prerequisite for service on any committee authorized by the Office of Graduate Studies, Arts & Sciences. The following are minimal standards of satisfactory academic progress for PhD students; degree programs may set stricter standards but must not relax these.

1. Students are expected to proceed at a pace appropriate to enable them to finish within the time limits discussed below. Students are expected to have completed all PhD requirements except for the dissertation by no later than the end of the fourth year of full-time graduate study.
2. Students are expected to maintain a cumulative grade point average of at least 3.0 on a 4.0 scale. Note that plus and minus marks alter the numerical value of a letter grade.

3. Students are expected not to carry at one time any more than 9 credit units for which an I (incomplete), X (final examination missed), or N (grade not yet submitted) are recorded. The Office of Graduate Studies, Arts & Sciences, may deny a student with more than 9 unfinished credits permission to register.
4. After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Research Advisory Committee (RAC) are not considered to be making satisfactory academic progress. A student must file an RAC form during their fourth year of study in order to identify membership of the RAC.
5. A student's Title, Scope and Procedure form must be filed before the fifth year in order to identify the composition of the dissertation work.
6. Students may take five or six years to complete the PhD, depending on the program. A one-year extension is available if circumstances warrant. Extensions are obtained by application by the student to the degree program, endorsement by the degree program to the Office of Graduate Studies, Arts & Sciences, and approval by the Office of Graduate Studies, Arts & Sciences.

## Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive* or *major field exams*. The qualifying process varies according to the program. In some programs, it consists of a series of incremental, sequential and cumulative exams over a considerable time. In others, the exams are held during a relatively short period of time. Exams may be replaced by one or more papers. The program, which determines the structure and schedule of the the required examinations, is responsible for notifying the Office of Graduate Studies, Arts & Sciences, of the student's outcome, whether successful or unsuccessful.

## Residence Requirement

Each student must spend at least one academic year enrolled full-time at Washington University. Any exceptions must be approved by the Office of Graduate Studies, Arts & Sciences.

## Mentored Experience Requirement

Doctoral students at Washington University must complete a department-defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student's transcript when complete. Each department has an established Mentored Experience Implementation Plan (<https://gradstudies.artsci.wustl.edu/mentored-experience-plans/>) in which the number of semesters that a student must engage in a Mentored Teaching Experience or a Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments may elect to include Mentored Professional Experiences as an avenue for completing one or more semesters of the Mentored

Experience Requirement. Doctoral students will enroll in LGS 600 Mentored Teaching Experience or LGS 603 Mentored Professional Experience to signify their progression toward completing the overall Mentored Experience Requirement for the degree.

## The Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. The subject must be approved by a Research Advisory Committee that consists of at least three tenured or tenure-track faculty members. This committee is ordinarily led by the student's major advisor and must be approved by the Office of Graduate Studies, Arts & Sciences.

A Title, Scope and Procedure form (PDF) (<https://gradstudies.artsci.wustl.edu/node/15091/#faq-13903>) for the dissertation must be signed by the committee members and by the program chair. It must be submitted to the Office of Graduate Studies, Arts & Sciences, at least six months before the degree is expected to be conferred or before beginning the fifth year of full-time enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template (<https://gradstudies.artsci.wustl.edu/node/15150/#anchor-group-13071>) that give instructions regarding the format of the dissertation are available on the website of the Office of Graduate Studies, Arts & Sciences. Both should be read carefully at every stage of dissertation preparation.

The Office of Graduate Studies, Arts & Sciences, requires each student to make the full text of the dissertation available to the committee members for their review at least one week before the defense. Most degree programs require two or more weeks for the review period; students should check with their faculty.

## Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee is necessary before the student can orally defend the dissertation. The Dissertation Defense Committee that observes and examines the student's defense consists of at least five members, who normally meet these criteria:

1. Three of the five must be full-time Washington University faculty members or, for programs offered by Washington University-affiliated partners, full-time members of a Washington University-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study; one of these three must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty. A fourth member may come from inside or outside the student's program. The fifth member must be from outside the student's program; this fifth member may be a Washington University research professor or lecturer, a professor from another university, or a scholar from the private sector or government (who holds a doctorate and maintains an active research program).
2. Three of the five normally come from the student's degree program; at least one of the five must not.

All committees must be approved by the Office of Graduate Studies, Arts & Sciences, regardless of whether they meet the normal criteria.

The committee is appointed by the Office of Graduate Studies, Arts & Sciences, upon the request of the degree program. The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense. Faculty and graduate students who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee members. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

## Dissertation Submission

After the defense, the student must submit an electronic copy of the dissertation online to the Office of Graduate Studies, Arts & Sciences. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest's ETD Administrator. The university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the program chair or director, to the Office of Graduate Studies, Arts & Sciences. Students who defend their dissertations successfully have not yet completed their PhD requirements; they finish earning the degree only when their dissertation submission has been accepted by the Office of Graduate Studies, Arts & Sciences.

## Graduation Information

Students are responsible for filing an Intent to Graduate form in order to have each earned degree conferred. The Intent to Graduate is available online through WebSTAC (<https://acadinfo.wustl.edu/>). Deadlines for filing an Intent to Graduate are listed on the website of the Office of Graduate Studies, Arts & Sciences (<https://gradstudies.artsci.wustl.edu/>). No degree will be awarded if this form has not been filed. Students who do not complete their degree requirements by their intended graduation date must refile for the next graduation date. Students who are completing a master's degree en route to the PhD must file for their master's degree upon completion of the master's degree requirements in order to have the degree conferred; master's degrees completed en route to PhD degrees are not automatically conferred.

## Specific Circumstances

### Changes in Program of Study

Students are usually admitted to graduate programs in Arts & Sciences to study toward specific degrees. Therefore, a change in the degree objective (e.g., from AM to PhD) is subject to the approval of both the student's program and the Office of Graduate Studies, Arts & Sciences. A request for a change in the subject of study (e.g., from economics to

history) requires the approval of both programs concerned as well as that of the Office of Graduate Studies, Arts & Sciences. Students may be required to fill out a new application for admission before making such changes, but they will not be charged a second application fee.

## Grade Appeals

If a student believes a grade they have received — whether referring to a single assignment or to the course grade as a whole — is inappropriate, arbitrary, or assigned for nonacademic reasons, they have the right to discuss this grade with their instructor and to request a change of the grade. (Students wanting to discuss the possibility of appealing their grades are welcome to do so with their advisor or with the Office of Graduate Studies, Arts & Sciences, academic affairs team. Connect with the Office of Graduate Studies, Arts & Sciences, at [artscigrads@wustl.edu](mailto:artscigrads@wustl.edu).)

Grade appeals should be filed as soon as possible after the grade is assigned and must be addressed in a timely manner. Grade appeals are not allowed after one semester has passed since the grade has been awarded. Grade appeals in the term prior to the student's graduation must be raised immediately and addressed on a truncated timeline from what is outlined below in order for the appeal to be addressed prior to the conferral of a degree. If a grade appeal is submitted after a student has graduated, it will not be reviewed, as no grade changes will be made to the academic record following conferral of a degree.

The below steps outline the grade appeal process:

1. The student must first request the grade change from the instructor. The request should be in writing and outline the reasons the grade change is being requested. The instructor must respond to the student in writing with detailed justification for the grade given within two weeks of the student's request.
2. If the student is not satisfied by the instructor's justification for the grade, they may appeal the grade in writing to the appropriate department chair or program director (based on the home department or program of the course and not on the student's program of enrollment) within one week of the instructor's response. The appropriate chair or director will review the appeal and provide a written response to the student within three weeks.
3. A graduate student's last opportunity for appeal is to the Vice Dean of Graduate Education. If a student wants to pursue a grade appeal to this level, the appeal must be in writing and submitted within one week of the written response from the chair. The Vice Dean of Graduate Education must respond within four weeks of the student's appeal, and the response must be in writing.

If a student believes that the grade is the result of identity-based discrimination, they should make a report through the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>).

## Student Grievances: Guidelines and Procedures

Students may encounter experiences in which they have legitimate complaints regarding academic matters or an interaction with a faculty member, staff member, or fellow student. It is important that students and faculty have a common understanding of how such complaints may be expressed and resolved.

Students with complaints regarding academic matters or interactions with a faculty member, staff member, or fellow student should initially seek resolution from their faculty advisor, then from their director of graduate studies, and finally from the chair of their degree program. Complaints that remain unresolved may be addressed to the Vice Deans of Graduate Education in the Office of Graduate Studies (OGS) in Arts & Sciences. The Vice Deans may follow up with the complainant, with faculty in the student's degree program, or with other stakeholders on campus to review and investigate the grievance and to work toward a resolution. Faculty involved in the process of receiving or reviewing a complaint should treat the information and relevant conversations as highly confidential.

Students with complaints regarding nonacademic matters (including but not limited to unprofessional behavior, a hostile learning environment, and abusive or offensive language and/or behavior) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to seek resolution with the alleged offender(s). If a complainant is not comfortable with doing so or if the problem persists after they have done so, they should seek resolution from their faculty advisor, then from their director of graduate studies, and finally from the chair of their degree program. Complaints that remain unresolved may be addressed in several ways:

- *By the Ombuds:* The Offices of the Ombuds (<https://ombuds.wustl.edu/>) serve as confidential, independent, and impartial resources that offer assistance in the informal resolution of university-related conflicts and advocate for fair treatment and process.
- *By the OGS:* The OGS does not adjudicate matters of nonacademic student grievance. However, it can and should be used as a source of support, mediation, and advising for such matters.
- *By the Office of University Compliance:* Students with such complaints have the option of reporting suspected violations of the University Code of Conduct using the online form on the Office of University Compliance webpage (<https://universitycompliance.wustl.edu/>).

All complaints regarding academic and professional integrity should be first addressed to the respective department head(s). The department, with the counsel of the OGS, can submit a report of academic and professional integrity through the appropriate mechanism (i.e., the OGS for master's student concerns and the Vice Provost for Graduate Education Academic and Professional Integrity Officer for PhD concerns).

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. An allegation of discrimination or harassment may be appealed to the Vice Chancellor for Human Resources, who will determine whether to convene the Title IX Grievance Committee to hear the case. Allegations of bias, prejudice, or discrimination should be reported using the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>). Visit the Discrimination and Harassment page (<https://hr.wustl.edu/items/discrimination-harassment-policy/>) on the Human Resources site for more information.

## Leaves of Absence

A student may request and be approved for a leave of absence during their regular registration period if they are not registered in absentia (LGS 9001). Leaves of absence must be endorsed by the degree program and approved by the Office of Graduate Studies, Arts & Sciences, for up to one year. Extensions must be reapplied.

Approved leaves of absence are not counted as part of a student's program length and will not be approved for semesters beyond the program length, including enrollment extension. While on a leave of absence, the student is not registered and has no student status at Washington University. Students who begin a leave during any semester will be dropped from all course registration for that semester and will receive no course credit for work completed during that semester prior to the leave.

Leaves of absence may be personal or medical. In the case of a medical leave, the student must present authorization from the Habib Health and Wellness Center at the beginning and again at the end of the leave. At the end of any leave of absence, a student is reinstated into the School of Arts & Sciences under the conditions prevailing at the time the leave was granted. Being on leave suspends student status and financial support from the university. Therefore, taking a leave may adversely affect loan deferment, visa status, the right to rent university-owned housing, and so on. Most visa types would prevent international students from remaining in the United States while taking a leave of absence; international students should consult the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>) as well as their faculty advisor, their program's director of graduate studies, and the Office of Graduate Studies, Arts & Sciences, before taking a leave of absence.

Prior to taking a leave of absence, students should also consider their need for health insurance coverage. The continuation of student health insurance and access to the Habib Health and Wellness Center depends on such factors as the type of leave (medical or personal), the length of time the student has already been covered during the current insurance year, and the student's location during the leave. Students should consult the Habib Health and Wellness Center website (<https://students.wustl.edu/habif-health-wellness-center/>) for current policies related to leaves of absence; these policies may change annually if insurance carriers change.

## Withdrawals

Students wishing to withdraw from their programs must give notice in writing by filling out the withdrawal form available on the Forms page (<https://gradstudies.artsci.wustl.edu/forms/>) of the Office of Graduate Studies, Arts & Sciences, where it can be found under the "Change to Enrollment Status" heading. This form must include the date upon which the withdrawal should be considered effective. Without such information, there may be serious financial repercussions for the student and/or the university. International students should contact their advisors in the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>) before taking this action so that they can understand all potential visa and student status implications.

## Dismissals

A program may wish to dismiss a student for a number of reasons, including willful misrepresentation to gain admission to graduate study, breaches of academic integrity, academic failure, or behavior destructive to the welfare of the academic community. Dismissals are recommended by the degree program and are not final until approved by the Office of Graduate Studies, Arts & Sciences. Any student who believes their dismissal was undeserved may appeal to the Vice Dean of the Office of Graduate Studies, Arts & Sciences, within 14 calendar days. Except for circumstances justifying immediate dismissal, a student may not be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation.

For details of these or any other policies of the Office of Graduate Studies, Arts & Sciences, please visit the Policies & Procedures page (<https://gradstudies.artsci.wustl.edu/graduate-school-policies-and-procedures/>).

## Interdisciplinarity

### Interdisciplinary Courses

PhD students can discuss with their advisors individual courses available outside of their school that may advance their research or professional goals. A university tuition agreement signed by all of the deans of the university's graduate and professional schools fosters interdisciplinary study across the schools and allows enrollment in courses outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- Students must be enrolled full-time in graduate degree programs and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
- Courses will be open to students outside of the discipline only if the students have met the required prerequisites and have the approval of both of their department and the course instructor.

- Finally, courses in the evening divisions, including the School of Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.

## Dual Degree Programs

The university has set up numerous programs that permit students to earn two graduate and/or professional degrees at the same time. One of these programs includes a PhD:

- Medical Scientist Training Program (MD/PhD in various disciplines)

The Office of Graduate Studies, Arts & Sciences, uses the term *dual degree* to identify instances when two separate programs of study share some common curricular elements and may allow a specified amount of double-counting, which means that certain courses or credits can count toward the requirements for both programs. These programs have been designed and approved by either a cross-departmental or cross-school faculty committee or separately by both schools' committees, who have agreed on the common elements.

Students wishing to pursue dual degrees other than the Medical Scientist Training Program may be permitted to do so, but such requests are considered on a case-by-case basis.

Admission to an individualized dual degree program between two School of Arts & Sciences disciplines on the Danforth Campus must be recommended by the directors of graduate studies for both disciplines and approved by the Office of Graduate Studies, Arts & Sciences. Admission to an individualized dual degree program involving another school of the university must be recommended by the directors of graduate studies for both disciplines and approved by the deans of both schools. Recommendations should address a variety of academic and administrative concerns, including the timeline for the completion of both degrees and the responsibility for funding the student and remitting the tuition. Students should not undertake study toward an individualized dual degree program until it has been fully approved.

## Graduate Certificates

The certificates offered to full-time students in the School of Arts & Sciences are all interdisciplinary in nature:

- American Culture Studies (p. 42)
- Data Science in the Humanities (p. 64)
- Early Modern Studies (p. 59)
- Film and Media Studies (p. 81)
- Higher Education (p. 75)
- Language Instruction (p. 127)
- Latin American Studies (p. 96)
- Quantitative Data Analysis (p. 123)
- Translation Studies (p. 59)
- Urban Studies (p. 134)
- Women, Gender, and Sexuality Studies (p. 136)

Graduate certificates are open to students in PhD programs in Arts & Sciences and require the completion of 15 to 18 credit units. Interested students must fill out an application for admission to a certificate program (PDF) ([http://bulletin.wustl.edu/grad/artsci/phd/academic/2020\\_Application\\_Certificate\\_Program.pdf](http://bulletin.wustl.edu/grad/artsci/phd/academic/2020_Application_Certificate_Program.pdf)) and receive the approval of their degree program's chair, the certificate program's director, and the Office of Graduate Studies, Arts & Sciences. The application form is also posted on the website of the Office of Graduate Studies, Arts & Sciences (<https://gradstudies.artsci.wustl.edu/>). Tuition remission may be available for the credit units required to complete a certificate program if the student's total units do not exceed 72. Earning a certificate should not increase a student's expected time to degree or the amount of support from the School of Arts & Sciences. No student will be admitted to, given tuition remission for, or awarded more than one graduate certificate.

## Financial Information

The amounts and vehicles of financial support for graduate students are usually decided by individual schools. Washington University is committed to funding most PhD students for five to six years, depending on the time needed to complete their particular program. Funding typically consists of full tuition remission and a monthly stipend to defray living expenses. Monetary support may come from the university or from outside sources.

## Financial Support

### Tuition Scholarships

Scholarships to cover part or all of the costs of tuition are available to both new and continuing students. Since the perception of academic merit is the sole criterion for the award of tuition scholarships, such scholarships are not subject to taxation under federal tax law at this time.

### Research Assistantships

Research assistantships are generally (but not exclusively) found in the natural and social sciences, and they are offered through research grants, departments, committee-run programs and research centers. Research assistantships allow participation in collaborative enterprises of research and in the discipline's community of scholars.

### Traineeships

Many degree programs, especially in the biological and behavioral sciences, fund students by means of traineeships. These positions may be awarded on an annual basis, or they may be renewable for periods of up to three years, subject to satisfactory academic progress. Traineeships frequently emphasize research; however, in the applied social sciences, they may combine theory, research and clinical experience in the field.

## Fellowships

Fellowships, which provide a living stipend, may be awarded to a student by the Office of Graduate Studies, Arts & Sciences, the student's degree program, or the office of the Vice Provost of Graduate Education. In addition, a student may apply for and win certain fellowships that are awarded directly to the student; these fellowships require administration by the Office of Graduate Studies, Arts & Sciences. There are also two unique fellowships: the Dean's Distinguished Graduate Fellowships in Arts & Sciences (<https://gradstudies.artsci.wustl.edu/deans-distinguished-graduate-fellowships-arts-sciences/>) (administered by Arts & Sciences) and the Ann W. and Spencer T. Olin - Chancellor's Fellowship (<https://provost.wustl.edu/vpge/fellowships-funding-and-support/the-ann-w-and-spencer-t-olin-chancellors-fellowship/>) (administered by the Office of the Provost). These awards provide year-round funding for the duration of the student's defined program length. For the latter two fellowships, prospective students must apply for the fellowships at the time of their application for admission, not after they have enrolled at Washington University as graduate students.

## Loans

Federally underwritten loans are another centrally administered resource for students who are U.S. citizens or permanent residents. Unsubsidized Stafford loans can be arranged for graduate students. Applicants for these loans are required to submit the Free Application for Federal Student Aid (FAFSA) (<https://studentaid.gov/h/apply-for-aid/fafsa/>). The Office of Graduate Studies, Arts & Sciences, (<https://gradstudies.artsci.wustl.edu/>) determines eligibility and processes loan applications for all master's and PhD students in Arts & Sciences. *All other master's and PhD students are processed by their individual school's financial aid offices.* For more information about applying for loans, please visit the Financial Support (<https://gradstudies.artsci.wustl.edu/funding-support/#primary>) webpage of the Office of Graduate Studies, Arts & Sciences.

## Financial Costs

### Tuition Charges and Refunds

The maximum tuition fee is the equivalent of 9 semester units. Students who enroll in 9 or more units per semester are automatically regarded as full-time students and are charged a flat full-time rate. Students enrolled in fewer than 9 units are charged on a per-unit basis. The tuition rate is subject to annual change.

A request for the refund of tuition paid by a student who is withdrawing from a degree program should be made by submitting a Withdrawal Form (PDF) ([http://bulletin.wustl.edu/grad/artsci/phd/financial/Withdrawal\\_Fillable.pdf](http://bulletin.wustl.edu/grad/artsci/phd/financial/Withdrawal_Fillable.pdf)) to the Office of Graduate Studies, Arts & Sciences. The last date of class attendance is ordinarily used in determining the amount that can be refunded. Students withdrawing within the first two weeks of classes will receive a full refund; those students withdrawing before the end of the fourth week pay 20%; and students withdrawing before the end of the eighth week pay 40%. There is no refund after the eighth week of the semester except for reasons of

health. Such reasons must be certified or verified by the Habib Health and Wellness Center, in which case the university will make a prorated refund of tuition if notice of withdrawal is received before the end of the 12th week of the semester. Students who have had their full tuition remitted for them by their school or by a third party will not receive any refund.

## Health Fees

All full-time students in degree programs based on the Danforth Campus are charged a mandatory health fee that gives them access to the Habib Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>). In addition, they must either enroll in the student health insurance plan or present proof of comparable coverage. Dental insurance is also available. The health fee, the health insurance premium, and the dental insurance premium are subject to annual change. The Office of Graduate Studies, Arts & Sciences, subsidizes costs for these for most full-time fully supported students.

All full-time students in degree programs based on the Medical Campus (e.g., Division of Biology & Biomedical Sciences) are also charged a mandatory health fee that provides coverage equivalent to a health insurance plan. Details can be found on the Student Health Services website (<http://wusmhealth.wustl.edu>).

## Master's Degrees

There are different ways to earn a master's degree at Washington University:

- Students who have not previously earned a master's degree in the same field as their PhD may earn the degree on the way to their PhD. This option is available in some disciplines but not in all of them.
- Students who have not previously earned a master's degree in the same field as their PhD may be awarded a master's degree for work done in a PhD program that they are leaving without completing. This option is available in some disciplines but not in all of them.
- There are a number of Arts & Sciences disciplines that admit students to pursue a stand-alone master's degree. A portion of these programs are for full-time students and are described by their departments in other sections (p. 41) of this *Bulletin*. The other portion of these stand-alone master's programs are designed primarily for part-time students; these programs are described by the School of Continuing & Professional Studies (p. 142) in its section of this *Bulletin*.
- Undergraduate students in Arts & Sciences at Washington University may apply for the accelerated AB/AM program, in which graduation with a Bachelor of Arts (AB) is followed by one year of graduate study leading to the AM. This option is described in the Accelerated AB/AM (p. 35) section of this *Bulletin*.

## Academic Information

### General Requirements for Master's Degrees in Arts & Sciences

The minimum requirement of the master's degree is 30 credits.

The master's degree program can require a master's thesis, make the thesis optional, or decline to offer a thesis. A thesis is always required for students who pursue a master's degree outside of their area of study for their intended PhD program. No more than 6 credits toward the terminal master's degree may be awarded for master's thesis research. No more than 15 units of master's thesis research may be applied to a master's degree earned en route to a PhD program. A master's thesis must be defended before a committee of no fewer than three faculty members. A master's degree without a thesis must include an examination that tests competence in the field of study. Degree programs are free to include additional requirements. Master's students must also maintain satisfactory academic progress and fulfill residence requirements.

### Registration

Students newly admitted to graduate programs in Arts & Sciences receive information about creating a WUSTL Key (a university login identity credential) from the university registrar. The WUSTL Key is an account that is used to register for courses online via WebSTAC during open registration periods. All registrations require online approval by the student's faculty advisor and are monitored by the Office of Graduate Studies, Arts & Sciences.

### Credit Units

Full-time students register for 9 to 12 units per semester. Master's students who have completed their courses and need additional time to complete other degree requirements will be registered for LGS 9000 Full-time Graduate Research/Study.

### Courses

To count toward a master's degree, courses must be offered at the graduate level, taken for a grade, and approved in advance by the student's advisor and program as eligible to count toward the student's degree. Graduate-level courses are designated by numbers in the 500s/5000s or above. Audited courses and courses taken with the satisfactory/unsatisfactory or Pass/Fail grading option may not be counted toward the degree or toward full-time status in a given semester. Students should consult their advisors regarding these options.

### Grades

Credit-conferring grades for students in Arts & Sciences are as follows:

- A: outstanding (an A grade may be modified by a plus or minus)
- B: good (a B grade may be modified by a plus or minus)
- C: conditional (a C grade may be modified by a plus or minus)
- S: satisfactory (the S grade is used almost exclusively for credit units earned by doing research)
- U: unsatisfactory (the U grade is used almost exclusively for credit units earned by doing research)
- F: failing
- X: final examination missed
- I: incomplete

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 by the last day of classes of the following semester will result in these temporary notations being automatically changed to a grade of F (or, in the case of a course taken as Satisfactory/Unsatisfactory, to a grade of U).

Grades cannot be changed after the conferral of a student's degree.

The Office of Graduate Studies, Arts & Sciences, uses a 4-point scale for calculating grade point averages:

- A = 4
- B = 3
- C = 2

A plus adds 0.3 to the value of a grade, and a minus subtracts 0.3 from the value of a grade.

### Grade Appeals

If a student believes a grade they have received — whether referring to a single assignment or to the course grade as a whole — is inappropriate, arbitrary, or assigned for nonacademic reasons, they have the right to discuss any grade(s) with their instructor and to request a change of grade(s). (Students wanting to discuss the possibility of appealing their grades are welcome to do so with their advisor or the Office of Graduate Studies academic affairs team. Connect with the Office of Graduate Studies at [artscigrads@wustl.edu](mailto:artscigrads@wustl.edu).)

Grade appeals should be filed as soon as possible after the grade is assigned and must be addressed in a timely manner. Grade appeals are not allowed after one semester has passed since the grade has been awarded. Grade appeals in the term prior to the student's graduation must be raised immediately and addressed on a truncated timeline from what is outlined below in order for the appeal to be addressed prior to the conferral of a degree. If a grade appeal is submitted after a student has graduated, it will not be reviewed, as no grade changes will be made to the academic record following conferral of a degree.

The below steps outline the grade appeal process:

- The student must first request the grade change from the instructor. The request should be in writing and outline the reasons the grade change is being requested. The instructor must respond to the student in writing with detailed justification for the grade given within two weeks of the student's request.

- If the student is not satisfied by the instructor's justification for the grade, they may appeal the grade in writing to the appropriate department chair or program director (based on the home department or program of the course and not on the student's program of enrollment) within one week of the instructor's response. The appropriate chair or director will review the appeal and provide a written response to the student within three weeks.
- A graduate student's last opportunity for appeal is to the Vice Dean of Graduate Education. If a student wants to pursue a grade appeal to this level, the appeal must be in writing and be submitted within one week of the written response from the chair. The Vice Dean of Graduate Education must respond within four weeks of the student's appeal, and the response must be in writing.

If a student believes that the grade is the result of identity-based discrimination, they should make a report through the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>).

## Incomplete Grades

A student may be eligible for a grade of Incomplete if they experience medical or acute personal challenges that make the satisfactory completion of course work difficult or unlikely. The student may request a grade of Incomplete (I) from one or more instructors and 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 prior to the end of the next semester. 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. This time frame should not extend past the last day of classes of the following semester.

- Spring semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the summer semester
- Summer semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the fall semester
- Fall semester Incomplete grade: Deadline for resolution of Incomplete grade is the last day of classes in the spring semester

Failure to submit completed work within the relevant time frame 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 Satisfactory/Unsatisfactory, to a grade of U).

Further, 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 Satisfactory/Unsatisfactory, to a grade of U).

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.

## Retaking a Course

Graduate students may be allowed to retake a course once with prior permission from their department or program. The department can refuse the student's request. If permission to retake a course is granted, both registrations will show on the transcript. The grade for the first enrollment will always be updated to include the symbol R, which will cause the grade calculation for the first enrollment to be removed from the grade point average calculations. Whether or not it is lower than or equal to the original grade, the grade for the second enrollment will be used to calculate the grade point average. The grade for the first enrollment will not be replaced with an R until the second enrollment is completed and its grade has posted. A student who retakes a course without prior permission might not receive permission retroactively. No student may use the retake option to replace a grade received as a sanction for violation of the Academic Integrity Policy. The R option may be invoked only once per course, and the original grade option must be retained.

## Transferred Credits

A maximum of 6 credit units may ordinarily be transferred from an institution of recognized graduate standing toward the fulfillment of requirements for the master's degree from Washington University, except that a maximum of 15 credit units may be transferred toward the fulfillment of the requirements for the degree Master of Arts in Education (MAEd) from institutions that have entered into special cooperative agreements with Washington University for this purpose.

Applications to transfer credits for a master's degree are not ordinarily approved until one full semester of study (12 credit units) has been completed at Washington University. Academic credits applied to complete requirements for the bachelor's degree are ordinarily not transferable toward the fulfillment of advanced degree requirements at Washington University. Likewise, academic credits counted toward requirements for any completed graduate degree are ordinarily not transferable toward a subsequent degree of equivalent or lower level.

## Shared Credits With the PhD

The doctorate-granting department will determine a standardized practice to identify which courses will count toward the doctoral degree. Departments will demonstrate consistency with regard to which and how many units will apply from each master's discipline.

## Satisfactory Academic Progress

Satisfactory academic progress is monitored by the Office of Graduate Studies, Arts & Sciences, as well as by the degree program. Failure to maintain satisfactory academic progress may result in immediate dismissal or in placement on academic probation for a minimum of three months. Most financial awards and all federally funded awards are contingent on the maintenance of satisfactory academic progress. Moreover, satisfactory academic progress is a prerequisite for service on any committee authorized by the Office of Graduate Studies, Arts & Sciences. The following are minimal standards of satisfactory academic progress for master's students; degree programs may set stricter standards but must not relax these.

1. Students are expected to proceed at a pace appropriate to enable them to finish within the time limits customary in their degree program. At most, students enrolled in master's degree programs have four calendar years, dated from their first registration in a graduate degree program at Washington University, to complete degree requirements.
2. Students are expected to maintain a cumulative grade point average of at least 3.0 on a 4.0 scale in courses that count toward their credit units. (Note that plus and minus marks alter the numerical value of a letter grade.)
3. Students are expected not to carry at one time any more than 9 credit units for which an I (incomplete), X (final examination missed), or N (grade not yet submitted) are recorded. The Office of Graduate Studies, Arts & Sciences, may deny a student with more than 9 unfinished credits permission to register.

## Residence Requirement

The residence requirement for master's degree students is that each student must spend at least one academic year registered for full-time credits (9 to 12 credits in the fall followed by 9 to 12 credits in the spring) at Washington University. Any exceptions to this requirement must be approved by the Office of Graduate Studies, Arts & Sciences. All daytime programs prefer that students remain full-time and in residence throughout their work toward the degree.

## Thesis

The thesis topic is subject to approval by the master's student's faculty advisor and by the chair of the degree program. As soon as the thesis topic has been approved (but no later than six months before the thesis defense is likely to occur), students should submit the Title, Scope and Procedure form (<https://gradstudies.artsci.wustl.edu/forms/>) to the Office of Graduate Studies, Arts & Sciences. It must be signed by the three-member committee before whom the student will defend the thesis as well as by the chair of the degree program. At least three members of the thesis committee must be Washington University faculty; at least two of them must be appointed in the master's student's degree program; and at least two of them (not necessarily the same two) must be tenured or tenure-track, including the committee chair or co-chair. Exceptions must be approved by the Office of Graduate Studies, Arts & Sciences, or their designee.

A Master's Thesis Guide and a template (<https://gradstudies.artsci.wustl.edu/forms/>) that provide instructions regarding the format of the thesis are available on the website of the Office of Graduate Studies, Arts & Sciences. Both should be read carefully at every stage of thesis preparation.

The Office of Graduate Studies, Arts & Sciences, requires each student to make the full text of the thesis available to the committee members for their review at least one week before the defense. Most degree programs require two or more weeks for the review period; students should check with their faculty.

After the defense, the student must submit an electronic copy of the thesis online to the Office of Graduate Studies, Arts & Sciences via BePress at the university library. The degree program is responsible for delivering the Master's Thesis Approval form (PDF) ([http://bulletin.wustl.edu/grad/artsci/masters/academic/Master\\_s\\_Final\\_Approval\\_Form\\_thesis\\_2020.pdf](http://bulletin.wustl.edu/grad/artsci/masters/academic/Master_s_Final_Approval_Form_thesis_2020.pdf)), signed by the committee members at the defense and then by the program chair, to the Office of Graduate Studies, Arts & Sciences. Students who defend their theses successfully have not yet completed their master's requirements; they finish earning the degree only when their thesis submission has been accepted by the Office of Graduate Studies, Arts & Sciences.

## Graduation Information

Students are responsible for filing an Intent to Graduate form in order to have their earned master's degree conferred. The Intent to Graduate form is available online through WebSTAC (<https://acadinfo.wustl.edu>). Deadlines for filing an Intent to Graduate are

listed on the website of the Office of Graduate Studies, Arts & Sciences (<https://gradstudies.artsci.wustl.edu/>). No degree will be awarded if this form has not been filed. Students who do not complete their degree requirements by their intended graduation date must refile for the next graduation date.

## Specific Circumstances

### Changes in Program of Study

Students are usually admitted to graduate programs in Arts & Sciences to study toward specific degrees. Therefore, a change in the degree objective (e.g., from AM to PhD) is subject to the approval of both the student's program and the Office of Graduate Studies, Arts & Sciences. A request for a change in the subject of study (e.g., from economics to history) requires the approval of both programs concerned as well as that of the Office of Graduate Studies, Arts & Sciences. Students may be required to fill out a new application for admission before making such changes, but they will not be charged a second application fee.

### Grade Appeals

If a student believes a grade they have received — whether referring to a single assignment or to the course grade as a whole — is inappropriate, arbitrary, or assigned for nonacademic reasons, they have the right to discuss this grade with their instructor and to request a change of the grade. (Students wanting to discuss the possibility of appealing their grades are welcome to do so with their advisor or with the Office of Graduate Studies, Arts & Sciences, academic affairs team. Connect with the Office of Graduate Studies, Arts & Sciences, at [artscigrads@wustl.edu](mailto:artscigrads@wustl.edu).)

Grade appeals should be filed as soon as possible after the grade is assigned and must be addressed in a timely manner. Grade appeals are not allowed after one semester has passed since the grade has been awarded. Grade appeals in the term prior to the student's graduation must be raised immediately and addressed on a truncated timeline from what is outlined below in order for the appeal to be addressed prior to the conferral of a degree. If a grade appeal is submitted after a student has graduated, it will not be reviewed, as no grade changes will be made to the academic record following conferral of a degree.

The below steps outline the grade appeal process:

1. The student must first request the grade change from the instructor. The request should be in writing and outline the reasons the grade change is being requested. The instructor must respond to the student in writing with detailed justification for the grade given within two weeks of the student's request.
2. If the student is not satisfied by the instructor's justification for the grade, they may appeal the grade in writing to the appropriate department chair or program director (based on the home department or program of the course and not on the student's program of enrollment) within one week of the instructor's response. The appropriate chair or director will review the appeal and provide a written response to the student within three weeks.

3. A graduate student's last opportunity for appeal is to the Vice Dean of Graduate Education. If a student wants to pursue a grade appeal to this level, the appeal must be in writing and submitted within one week of the written response from the chair. The Vice Dean of Graduate Education must respond within four weeks of the student's appeal, and the response must be in writing.

If a student believes that the grade is the result of identity-based discrimination, they should make a report through the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>).

### Student Grievances: Guidelines and Procedures

Students may encounter experiences in which they have legitimate complaints regarding academic matters or an interaction with a faculty member, staff member, or fellow student. It is important that students and faculty have a common understanding of how such complaints may be expressed and resolved.

Students with complaints regarding academic matters or interactions with a faculty member, staff member, or fellow student should initially seek resolution from their faculty advisor, then from their director of graduate studies, and finally from the chair of their degree program. Complaints that remain unresolved may be addressed to the Vice Deans of Graduate Education in the Office of Graduate Studies (OGS) in Arts & Sciences. The Vice Deans may follow up with the complainant, with faculty in the student's degree program, or with other stakeholders on campus to review and investigate the grievance and to work toward a resolution. Faculty involved in the process of receiving or reviewing a complaint should treat the information and relevant conversations as highly confidential.

Students with complaints regarding nonacademic matters (including but not limited to unprofessional behavior, a hostile learning environment, and abusive or offensive language and/or behavior) — whether by faculty, staff, or fellow students — are first encouraged, depending on the severity of the alleged behavior, to seek resolution with the alleged offender(s). If a complainant is not comfortable with doing so or if the problem persists after they have done so, they should seek resolution from their faculty advisor, then from their director of graduate studies, and finally from the chair of their degree program. Complaints that remain unresolved may be addressed in several ways:

- *By the Ombuds:* The Offices of the Ombuds (<https://ombuds.wustl.edu/>) serve as confidential, independent, and impartial resources that offer assistance in the informal resolution of university-related conflicts and advocate for fair treatment and process.
- *By the OGS:* The OGS does not adjudicate matters of nonacademic student grievance. However, it can and should be used as a source of support, mediation, and advising for such matters.

- *By the Office of University Compliance:* Students with such complaints have the option of reporting suspected violations of the University Code of Conduct using the online form on the Office of University Compliance webpage (<https://universitycompliance.wustl.edu/>).

All complaints regarding academic and professional integrity should be first addressed to the respective department head(s). The department, with the counsel of the OGS, can submit a report of academic and professional integrity through the appropriate mechanism (i.e., the OGS for master's student concerns and the Vice Provost for Graduate Education Academic and Professional Integrity Officer for PhD concerns).

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. An allegation of discrimination or harassment may be appealed to the Vice Chancellor for Human Resources, who will determine whether to convene the Title IX Grievance Committee to hear the case. Allegations of bias, prejudice, or discrimination should be reported using the Bias Report and Support System (<https://students.wustl.edu/bias-report-support-system/>). Visit the Discrimination and Harassment page (<https://hr.wustl.edu/items/discrimination-harassment-policy/>) on the Human Resources site for more information.

## Leaves of Absence

Students who wish to suspend their graduate study should apply for a leave of absence. A student's application for a leave of absence must be endorsed by the degree program and then approved by the Office of Graduate Studies, Arts & Sciences.

Such a leave may be personal or medical. In the case of a medical leave, the student must present authorization from the Habif Health and Wellness Center at both the beginning and again at the end of the leave. At the end of a leave of absence, a student is reinstated into the School of Arts & Sciences under the conditions prevailing at the time the leave was granted. Being on leave suspends full-time student status and financial support from the university. Taking a leave may, therefore, adversely affect loan deferment, visa status, the right to rent university-owned housing, and so on. Most visa types would prevent international students from remaining in the United States while taking a leave of absence; international students should consult the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>) as well as their faculty advisor, their program's director of graduate studies, and the Office of Graduate Studies, Arts & Sciences, before taking a leave of absence.

Prior to taking a leave of absence, students should also consider their need for health insurance coverage. The continuation of student health insurance and access to the Habif Health and Wellness Center depends on such factors as the kind of leave (medical or personal), the length of time the student has already been covered during the current insurance year, and the student's location during the leave.

Students should consult the Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>) website for current policies with regard to leaves of absence; these policies may change annually if insurance carriers change.

## Withdrawals

Students wishing to withdraw from their programs must give notice in writing by filling out the withdrawal form available on the Forms page (<https://gradstudies.artsci.wustl.edu/forms/>) of the Office of Graduate Studies, Arts & Sciences, where it can be found under the "Change to Enrollment Status" heading. This form must include the date upon which the withdrawal should be considered effective. Without such information, there may be serious financial repercussions for the student and/or the university. International students should contact their advisors in the Office for International Students and Scholars (<https://students.wustl.edu/international-students-scholars/>) before taking this action so that they can understand all potential visa and student status implications.

## Dismissals

A program may wish to dismiss a student for a number of reasons, including willful misrepresentation to gain admission to graduate study, breaches of academic integrity, academic failure, or behavior destructive to the welfare of the academic community. Dismissals are recommended by the degree program and are not final until approved by the Office of Graduate Studies, Arts & Sciences. Any student who believes their dismissal was undeserved may appeal to the Vice Dean of the Office of Graduate Studies, Arts & Sciences, within 14 calendar days. Except for circumstances justifying immediate dismissal, a student may not be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation.

For details of these or any other policies of the Office of Graduate Studies, Arts & Sciences, please visit the Policies & Procedures page (<https://gradstudies.artsci.wustl.edu/graduate-school-policies-and-procedures/>).

## Interdisciplinarity

### Dual Degree Programs

The university has set up numerous programs that permit students to earn two graduate and/or professional degrees at the same time. Two of these programs include an AM degree:

- Dual Master of Social Work/Master of Arts in Education
- Dual Juris Doctoris/Master of Arts in Women, Gender, and Sexuality Studies

The Office of Graduate Studies, Arts & Sciences, uses the term *dual degree* to identify instances when two separate programs of study share some common curricular elements and may allow a specified amount of double-counting. That is, courses or credits can count

toward the requirements for both programs. They have been designed and approved by either a cross-departmental or cross-school faculty committee, or separately by both schools' committees, who have agreed on the common elements.

Interested students must apply to and be admitted by each degree program separately, but ideally, all applications should be made before beginning graduate or professional study. Dual degrees are ordinarily conferred simultaneously after all requirements for both degrees have been met. For details of the programs listed above, students should consult the websites of the two disciplines.

## Accelerated AB/Master's Program

The Accelerated AB/Master's program allows qualified Washington University undergraduates to complete a master's degree in a one-year accelerated program after completing the AB degree. The undergraduate and graduate degrees are awarded sequentially, with admission to the master's degree, if approved, for the fall semester following completion of the undergraduate degree in the preceding December, May, or August.

Applications must be submitted by March 15, and GRE tests are not required. The program is available only to students currently in their senior year and only for continuous enrollment in the next year. There is no option for deferred admissions. In order to complete a master's degree in one year, students may apply five courses taken at the 400/4000 level or above as an undergraduate (with a maximum of 16 units) toward master's degree programs that require 36 or more units for completion. For master's programs that require fewer than 36 units, three courses at the 400/4000 level or above (with a maximum of 12 units) may be applied. Master's programs requiring more than 36 units may require an additional semester or summer of enrollment. Undergraduate courses must be acceptable to the department or program offering the master's degree and must be completed with a final grade of B or higher. All admissions are provisional until the successful completion of the AB.

The actual awarding of each degree is contingent on the successful completion of all requirements for that degree. The application for admission must be made to the department, which forwards the application and the department's recommendation for admission to Arts & Sciences. There is no application fee. Students accepted into the program will retain their student ID numbers and will not need to replace their ID cards. In every other respect, they will be treated as new students in Arts & Sciences and should familiarize themselves with the relevant sections of this *Bulletin*.

Please consult the home department and the Information for Accelerated AB/Master's Degree Program Applicants for more detailed information.

## Financial Information

Master's degree programs vary considerably in the extent to which they are eligible for financial support from the degree program or from the Office of Graduate Studies, Arts & Sciences. Typical awards include scholarships for part or all of the tuition charges. Part-time employment and student loans are possible sources of support.

### Financial Support

#### Tuition Scholarships

Scholarships to cover part or all of the costs of tuition are available to both new and continuing students. Since the perception of academic merit is the sole criterion for the award of tuition scholarships, such scholarships are not subject to taxation under federal tax law at this time.

#### Loans

Federally underwritten loans are another resource for students who are U.S. citizens or permanent residents. Unsubsidized Stafford loans can be arranged for graduate students. Applicants for these loans are required to submit the Free Application for Federal Student Aid (FAFSA) (<https://studentaid.gov/h/apply-for-aid/fafsa/>). The Office of Graduate Studies, Arts & Sciences, determines eligibility and processes loan applications for all full-time Arts & Sciences master's students. *All other master's students are processed by their individual school's financial aid office.* For more information about applying for loans, please visit the Funding and Support (<https://gradstudies.artsci.wustl.edu/funding-support/#primary>) webpage of the Office of Graduate Studies, Arts & Sciences.

### Financial Costs

#### Tuition Charges and Refunds

The maximum tuition fee is the equivalent of 9 semester units. Students who enroll in 9 or more units per semester are automatically regarded as full-time students and are charged a flat full-time rate. Students enrolled in fewer than 9 units are charged on a per-unit basis. The tuition rate is subject to annual change.

Requests for refund of tuition paid by a student who is withdrawing from a degree program should be made by submitting a Withdrawal Form (PDF) ([http://bulletin.wustl.edu/grad/artsci/masters/financial/Withdrawal\\_Fillable.pdf](http://bulletin.wustl.edu/grad/artsci/masters/financial/Withdrawal_Fillable.pdf)) to the Office of Graduate Studies, Arts & Sciences. Requests for refund of tuition paid by a student who is withdrawing from a specific course should be submitted in writing to the Office of Graduate Studies, Arts & Sciences. The last date of class attendance is ordinarily used in determining the amount that can be refunded. Students withdrawing within the first two weeks of classes will receive a full refund; those students withdrawing before the end of the fourth week pay 20%; and students withdrawing before the end of the eighth week pay 40%. There is no refund after the eighth week of the semester except for reasons of health. Such reasons must be certified or verified by the Habif Health and Wellness Center, in which

case the university will make a prorated refund of tuition if notice of withdrawal is received before the end of the 12th week of the semester. Students who have had their full tuition remitted for them by their school or by a third party will not receive any refund.

## Health Fees

All full-time Arts & Sciences students on the Danforth campus are charged a mandatory health fee that gives them access to the Habif Health and Wellness Center (<https://students.wustl.edu/habif-health-wellness-center/>). In addition, they must either enroll in the student health insurance plan or present proof of comparable coverage. Dental insurance is also available. The health fee, the health insurance premium, and the dental insurance premium are subject to annual change.

## Fields of Study

### A

American Culture Studies (p. 42)  
Anthropology (p. 43)  
Art History and Archaeology (p. 47)

### B

Biology & Biomedical Sciences (p. 49)  
Biochemistry, Biophysics, & Structural Biology (p. 49)  
Biomedical Informatics & Data Science (p. 49)

### C

Cancer Biology (p. 49)  
Chemistry (p. 54)  
Classics (p. 56)  
Comparative Literature (p. 59)  
Computational & Systems Biology (p. 49)

### D

Dance (p. 61) (Performing Arts)  
Data Science in the Humanities (p. 64)  
Developmental, Regenerative, & Stem Cell Biology (p. 49)

### E

Early Modern Studies (p. 59)  
Earth, Environmental, and Planetary Sciences (p. 66)  
East Asian Languages and Cultures (p. 67)  
East Asian and Comparative Literatures (p. 67)  
Ecology & Evolutionary Biology (p. 49)

Economics (p. 71)  
Education (p. 75)  
English (p. 78)  
English and American Literature (p. 78)  
English and Comparative Literature (p. 59)

### F

Film and Media Studies (p. 81)  
French and Comparative Literature (p. 59)  
French Language and Literature (p. 127)

### G

German and Comparative Literature (p. 59)  
German and Higher Education Administration (p. 83)  
Germanic Languages and Literatures (p. 83)

### H

Higher Education Administration (p. 75) (Education)  
Hispanic Studies (p. 127)  
Hispanic Studies and Comparative Literature (p. 59)  
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### I

Immunology (p. 49)  
Islamic and Near Eastern Studies (p. 93)

### J

Jewish, Islamic, and Middle Eastern Studies (p. 93)  
Jewish Studies (p. 93)

### L

Language Instruction (p. 127)  
Latin American Studies (p. 96) (Romance Languages and Literatures)

### M

Materials Science & Engineering (p. 98)  
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Molecular Genetics & Genomics (p. 49)  
Molecular Microbiology & Microbial Pathogenesis (p. 49)  
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## N

Neurosciences (p. 49)

## P

Philosophy (p. 111)

Philosophy-Neuroscience-Psychology (p. 111)

Physics (p. 113)

Plant & Microbial Biosciences (p. 49)

Political Science (p. 117)

Psychological & Brain Sciences (p. 123)

## Q

Quantitative Data Analysis (p. 123) (Psychological & Brain Sciences)

## R

Romance Languages and Literatures (p. 127)

## S

Sociology (p. 130)

Statistics (p. 102) (Mathematics and Statistics)

## T

Theater and Performance Studies (p. 131) (Performing Arts)

Translation Studies (p. 59)

## U

Urban Studies (p. 134)

## W

Women, Gender, and Sexuality Studies (p. 136)

Writing (p. 140) (English)

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**Note:** The School of Continuing & Professional Studies (p. 142) also offers programs in the following areas: Biology (p. 142), Human Resources Management (p. 143), International Affairs (p. 143), Liberal Arts (p. 143), Nonprofit Management (p. 144), and Teaching and Learning (p. 144).

## American Culture Studies

The **Graduate Certificate in American Culture Studies** (AMCS) enables doctoral students to develop multidisciplinary expertise and encourages them to bring that added competence to bear in dissertation research that, while satisfying the demands of their principal disciplines, is broad-based and informed by studies from across the humanities and the social sciences.

AMCS brings together a community of graduate students and faculty with overlapping interests in American topics. Through formal and informal intellectual exchange, they share knowledge, methods and ideas across the boundaries that define the traditional academic disciplines. This intellectual community promotes the give-and-take of ideas, making graduate study more stimulating and graduate research more original and creative.

Students who satisfy certificate requirements will receive the Graduate Certificate in American Culture Studies along with the award of the PhD. This certificate is one of several interdisciplinary certificates offered by the Office of Graduate Studies, Arts & Sciences. The certificate helps its holders to build academic careers — including careers that involve interdisciplinary teaching — and to develop distinctive research profiles.

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|----------|---|
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| Website: | <a href="https://amcs.wustl.edu/phd-certificate">https://amcs.wustl.edu/phd-certificate</a> |

## Faculty

The American Culture Studies program is enriched by its diverse community of faculty, lecturers, students and staff. Please visit our AMCS Directory webpage (<https://amcs.wustl.edu/people/88/>) for a description and list of our teaching and affiliated faculty and other important members of our community.

## Degree Requirements

### Graduate Certificate in American Culture Studies

The Graduate Certificate in American Culture Studies is awarded to students who complete the PhD in an Arts & Sciences department and who satisfy the following requirements:

- Complete 15 credits of course work, structured as follows and in consultation/cooperation with the student's home department:
  - The core seminar AMCS 645 Introduction to American Culture Studies (3 credits).
  - Two multidisciplinary courses (6 credits) on American topics (500/5000 level or higher) designed in explicitly multidisciplinary terms. Courses that satisfy this requirement will be determined in consultation with the director of graduate studies.

- Two extradepartmental courses (6 credits) on American topics (500/5000 level or higher) based in fields that complement course work in the home department, to be determined in consultation with the director of graduate studies.
- Routine consultation with the AMCS Director of Graduate Studies (DGS) in addition to consultation with the student's principal PhD advisor.
- Completion of a PhD dissertation in the home department with the AMCS faculty advisor often serving as one of the "outside" readers on the oral defense committee and the dissertation defense committee.
- Maintenance of good standing within the AMCS program through regular participation in program functions and events.
  - Americanist Forums. Attendance at the monthly colloquium series (held on Thursdays from 5-6:30 p.m.) is expected with exceptions considered related to residency, leaves, fieldwork and dissertation research.

Students pursuing the Graduate Certificate in AMCS have the opportunity to teach a course in AMCS. To be eligible to teach for the AMCS department, students must have completed the certificate and mentored teaching experiences required by their home departments. Interested students should contact the AMCS DGS to learn about the process for proposing a course. Course planning should begin well in advance; we recommend that students begin talking with the AMCS DGS and their PhD advisor at least one year prior to the semester in which they hope to teach.

For more information about program activities and requirements, please visit our Graduate Studies (<https://amcs.wustl.edu/phd-certificate/>) webpage.

## Anthropology

The graduate program in the Department of Anthropology at Washington University is a PhD program designed to educate and develop scholars and researchers who study the human condition through time and across cultures. Our graduates apply these skills to academics, business, government, and nongovernmental jobs and careers. Although candidates may receive an AM degree during the course of their study, the department does not offer a standalone master's degree. The anthropology department has a strong tradition of graduate student satisfaction and close mentoring by faculty advisors. In addition, graduates of the Washington University anthropology PhD program have a solid history of placement in highly desirable academic and nonacademic positions.

The department has a strong three-field approach, with active programs in archaeology, sociocultural anthropology, and biological anthropology. Program strengths in archaeology include the origins of agriculture and pastoralism, paleoethnobotany, zooarchaeology, geoarchaeology, landscape archaeology, and environmental archaeology. Sociocultural anthropology foci include politics, pluralism and religion, indigenous political movements, the politics of gender and sexuality, fertility and population, global health and the environment, and medical anthropology. Program strengths in

biological anthropology include human and primate evolution, the ecology and conservation of modern primates, human physiology, biological variation in living human populations, quantitative studies of morphology and genetics, and human life history.

## Contact Information

**Email:** Xinyi Liu at [liuxinyi@wustl.edu](mailto:liuxinyi@wustl.edu) or Kirsten Jacobsen at [kjacobsen@wustl.edu](mailto:kjacobsen@wustl.edu)

**Phone:** 314-935-7770 or 314-935-5252

**Website:** <http://anthropology.artsci.wustl.edu/graduate>

## Faculty

### Chair

**Rebecca J. Lester** (<https://anthropology.wustl.edu/people/rebecca-lester/>)

PhD, University of California, San Diego

### Endowed Professors

**John Baugh** (<https://anthropology.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

**John R. Bowen** (<https://anthropology.wustl.edu/people/john-bowen/>)

Dunbar-Van Cleve Professor in Arts & Sciences

PhD, University of Chicago

**Pascal R. Boyer** (<https://anthropology.wustl.edu/people/pascal-boyer/>)

Henry Luce Professor of Collective and Individual Memory

PhD, University of Paris–Nanterre

**T.R. Kidder** (<https://anthropology.wustl.edu/people/tristram-r-kidder/>)

Edward S. and Tedi Macias Professor in Arts & Sciences

PhD, Harvard University

**Crickette Sanz** (<https://anthropology.wustl.edu/people/crickette-sanz/>)

James W. and Jean L. Davis Professor in Arts & Sciences

PhD, Washington University

**James V. Wertsch** (<https://anthropology.wustl.edu/people/james-wertsch/>)

Marshall S. Snow Professor in Arts & Sciences

PhD, University of Chicago

### Professors

**Lois Beck** (<https://anthropology.wustl.edu/people/lois-beck/>)

PhD, University of Chicago

**Geoff Childs** (<https://anthropology.wustl.edu/people/geoff-childs/>)

PhD, Indiana University

**Michael Frachetti** (<https://anthropology.wustl.edu/people/michael-frachetti/>)

PhD, University of Pennsylvania

**Bret D. Gustafson** (<https://anthropology.wustl.edu/people/bret-gustafson/>)

PhD, Harvard University

**Shanti A. Parikh** (<https://anthropology.wustl.edu/people/shanti-parikh/>)

PhD, Yale University

**David Strait** (<https://anthropology.wustl.edu/people/david-strait/>)

PhD, State University of New York–Stony Brook

## Associate Professors

**Talia Dan-Cohen** (<https://anthropology.wustl.edu/people/talia-dan-cohen/>)

PhD, Princeton University

**Xinyi Liu** (<https://anthropology.wustl.edu/people/xinyi-liu/>)

PhD, University of Cambridge

**Elizabeth A. Quinn** (<https://anthropology.wustl.edu/people/ea-quinn/>)

PhD, Northwestern University

## Assistant Professors

**Sarah Baitzel** (<https://anthropology.wustl.edu/people/sarah-baitzel/>)

PhD, University of California, San Diego

**Maddalena Canna**

PhD, School of Advanced Studies in the Social Sciences of Paris (EHESS), PSL University

**Theresa Gildner** (<https://anthropology.wustl.edu/people/theresa-e-gildner/>)

PhD, University of Oregon

**Krista Milich** (<https://anthropology.wustl.edu/people/krista-milich/>)

PhD, University of Illinois at Urbana-Champaign

**Natalie Mueller** (<https://anthropology.wustl.edu/people/natalie-g-mueller/>)

PhD, Washington University

**Thomas Cody Prang** (<https://anthropology.wustl.edu/people/thomas-cody-prang/>)

PhD, New York University

**Helina Woldekiros** (<https://anthropology.wustl.edu/people/helina-woldekiros/>)

PhD, Washington University

**Emily Wroblewski** (<https://anthropology.wustl.edu/people/emily-wroblewski/>)

PhD, University of Minnesota

## Senior Lecturer

**Anna Jacobsen** (<https://anthropology.wustl.edu/people/anna-jacobsen/>)

PhD, Washington University in St. Louis

## Lecturers

**Rose Hores** (<https://anthropology.wustl.edu/people/rose-hores/>)

PhD, Southern Illinois University

**Aaron M. Neiman**

PhD, Stanford University

**Kyle Olson** (<https://anthropology.wustl.edu/people/kyle-g-olson/>)

PhD, University of Pennsylvania

**Scott Ross**

PhD, The George Washington University

## Professors Emeriti

**David L. Browman** (<https://anthropology.wustl.edu/people/david-browman/>)

PhD, Harvard University

**Robert L. Canfield** (<https://anthropology.wustl.edu/people/robert-canfield/>)

PhD, University of Michigan

**Pedro C. Cavalcanti** (<https://anthropology.wustl.edu/people/pedro-c-cavalcanti/>)

PhD, University of Warsaw

**James M. Cheverud** (<https://anthropology.wustl.edu/people/james-cheverud/>)

PhD, University of Wisconsin-Madison

**Glenn C. Conroy** (<https://anthropology.wustl.edu/people/glenn-conroy/>)

PhD, Yale University

**David Freidel** (<https://anthropology.wustl.edu/people/david-freidel/>)

PhD, Harvard University

**Gayle J. Fritz** (<https://anthropology.wustl.edu/people/gayle-fritz/>)

PhD, University of North Carolina at Chapel Hill

**Fiona Marshall** (<https://anthropology.wustl.edu/people/fiona-marshall/>)

James W. and Jean L. Davis Professor in Arts & Sciences

PhD, University of California, Berkeley

**G. Edward Montgomery**

PhD, Columbia University

**Jane Phillips-Conroy** (<https://anthropology.wustl.edu/people/jane-phillips-conroy/>)

PhD, New York University

**Carolyn Sargent** (<https://anthropology.wustl.edu/people/carolyn-sargent/>)

PhD, Michigan State University

**Richard J. Smith** (<https://anthropology.wustl.edu/people/richard-j-smith/>)

Ralph E. Morrow Distinguished University Professor

PhD, Yale University

**Erik Trinkaus** (<https://anthropology.wustl.edu/people/erik-trinkaus/>)

Mary Tileston Hemenway Professor in Arts & Sciences

PhD, University of Pennsylvania

**Patty Jo Watson** (<https://anthropology.wustl.edu/people/patty-jo-watson/>)

Edward Mallinckrodt Distinguished University Professor Emerita

PhD, University of Chicago

## Degree Requirements

### Universal Departmental Requirements

The following is an abbreviated list of requirements for the PhD in Anthropology. Each subdiscipline also has its own additional guidelines and requirements. A more comprehensive description of the requirements (including additional requirements for each of the three subdisciplines: archaeology, biological anthropology, and sociocultural anthropology) can be found in the Graduate Student Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology\\_Graduate\\_Student\\_Handbook\\_2023-2024.pdf](http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology_Graduate_Student_Handbook_2023-2024.pdf)). All students in the PhD program are expected to satisfy the academic performance requirements of the Office of Graduate Studies, Arts & Sciences, which can be found in the General Requirements (p. 26) section of this *Bulletin*. Similarly, all subdisciplinary requirements are in addition to those set out here for the department as a whole.

### Degree Length and Course Units

Students are expected to complete the degree in six years. All students must complete a minimum of 60 units of graduate-level course work for the PhD, but they must not exceed 72 units of credit. A typical semester course load for the first year of study is 12 units (i.e., four 3-credit courses per semester). The semester course load for the second and third years is typically 9 units. Graduate students must take a minimum of 9 units of credit to be considered full-time by the Office of Graduate Studies, Arts & Sciences. Most students will meet the 60-unit requirement by the end of the third year, but they must maintain full-time status throughout the PhD program. Students will work with their advisors to identify the appropriate registration options to maintain full-time status.

## Master's Degree

Students are expected to receive their master of arts (AM) degree by the end of their second year or fourth semester of full-time study. The requirements for the AM in Anthropology are as follows:

1. **Theory requirement.** All students are required to take Anthro 5472 Social Theory and Anthropology during their first year. Under special circumstances, this requirement may be delayed or waived by petitioning the departmental faculty. This request should be initiated through the student's advisor.
2. **Two subdisciplinary course requirements.** Graduate students earning a PhD in Anthropology are expected to have familiarity across the subdisciplines of anthropology. To this end, all AM students must complete at least one course taught by a faculty member in the anthropology department in each of the two subdisciplines other than their own. Anthro 5472 Social Theory and Anthropology may satisfy the sociocultural requirement. Courses taken in other subdisciplines should strengthen the student's understanding of the subfield, complement their research and, ideally, enhance their ability to teach across subfields. Students with good cause to substitute prior extensive course work in the subdiscipline — especially in the context of a master's degree from another university — for one or both of the other subdisciplinary requirements may petition the relevant subdisciplinary faculty to do so.
3. **Courses with six faculty.** All graduate students are required to have had courses with at least six different departmental faculty members. Team-taught courses may count for both faculty members.
4. **Credit units.** The Department of Anthropology requires 36 credit units for the award of an AM degree without a thesis.
5. **Petition for the award of the master's degree.** Once a student has completed all requirements for the AM degree, the student and their advisor submit a petition to the chair. The chair circulates the petition to the entire faculty and reports the successful completion of requirements to the Office of Graduate Studies, Arts & Sciences. This petition should include documentation of the satisfactory completion of all of the Office of Graduate Studies, Arts & Sciences, requirements including cumulative credits, thesis (if applicable), and grade point average; of the other requirements in this list; and of any special requirements set by the student's subdiscipline.

## Doctoral Candidacy

Although the Department of Anthropology only accepts students who wish to pursue the PhD, students are not officially admitted to candidacy for the PhD immediately upon entry into the program. Admittance to candidacy for the PhD program requires the successful completion of the requirements of the AM degree as well as of the requirements listed below. Continuation for the PhD requires that the student be advanced to doctoral candidacy. The defense of the doctoral proposal and admission to doctoral candidacy are expected by the end of the third year.

1. **Credit units.** Students must have completed 48 units before filing the petition to advance to candidacy.
2. **Forming the Doctoral Research Advisory Committee (RAC).** Students are encouraged to work with a variety of faculty while shaping their dissertation proposal. Prior to scheduling their dissertation proposal defense during their third year, students must formally assemble a Doctoral RAC in consultation with their advisor. This committee must consist of a minimum of three full-time tenured or tenure-track members of the Anthropology faculty who must approve the dissertation proposal defense and also sign the RAC Form and — along with the department chair — the Notice of Title, Scope, and Procedure of Dissertation. This committee typically forms the basis of the Dissertation Defense Committee.
3. **Student-specific requirements for doctoral candidacy.** Prior to admission to candidacy, students may be asked by their committees to fulfill additional requirements that are directly relevant to their doctoral dissertation research. These requirements may include a foreign language or specialized training outside of the anthropology department in areas such as statistics, computer programming, or laboratory techniques. Students will be formally notified by their advisor of such additional requirements.
4. **Defense of the doctoral proposal.** All students must defend a doctoral proposal prior to admission to PhD candidacy. PhD proposal defenses should be carried out by December 15 of the student's third year and must be carried out no later than the end of the third year. Proposals must be defended before the RAC.
5. **Petition for admission to doctoral candidacy.** After a student's doctoral proposal has been successfully defended and after all other requirements set by the Office of Graduate Studies, Arts & Sciences; the Department of Anthropology; the subdiscipline; and the student's committee have been met, the student and their advisor should submit a petition to the chair for advancement to candidacy. The chair will then inform the entire faculty and report the successful advancement to the Office of Graduate Studies, Arts & Sciences.

## Mentored Teaching Experience

As part of the training and professionalization of graduate students in anthropology, the department requires all students to participate in a minimum of five Mentored Teaching Experiences (MTEs). All students participating in the MTEs are required to attend the teaching orientation offered by the Washington University Teaching Center during the summer after their first year of graduate study. First-year students will not participate in an MTE, but they subsequently will complete at least five MTEs during years two through six. All teaching for the MTEs must be done in the Department of Anthropology, and students will register under LGS 600 during the semesters in which they complete MTEs.

## The Doctoral Dissertation

In addition to the general guidelines below, specific details about timelines for each subdiscipline can be found in the Graduate Student Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology\\_Graduate\\_Student\\_Handbook\\_2023-2024.pdf](http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology_Graduate_Student_Handbook_2023-2024.pdf)).

In all cases, the dissertation must constitute an integrated, coherent work, with parts that are logically connected. It must have a written introductory chapter that sets forth the general theme and core questions of the dissertation research and that explains the relationship among the constituent chapters or parts. The introduction will typically include, as is appropriate to the discipline, a review of the literature relevant to the dissertation; an explanation of theories, methods and/or procedures utilized by the author; and a summary discussion of the contribution of the dissertation project to knowledge in the field. In its final deposited form, the dissertation must constitute an archivable product that meets the standards prescribed by the university.

The dissertation may consist (in whole or in part) of co-authored chapters and articles, but the candidate must be a major contributor to the research and writing of any such papers and must describe their ideas, individual efforts, and contributions to the larger work. To be in compliance with the university's policy on plagiarism and academic integrity, a dissertation that incorporates co-authored work must also include in its introduction an explanation of the role of the candidate in the research and in the writing of the co-authored work.

Whether this dissertation format is appropriate for a given dissertation in the Department of Anthropology (within a subdiscipline that accepts such a dissertation) must be determined a priori by the student and their doctoral committee. Should it be deemed appropriate, the dissertation must have an introductory chapter that provides the theme and core questions of the dissertation research and that explains the relationships between the constituent chapters and parts. It must also have a concluding chapter that brings together the information and ideas expressed in the thesis, relates them to the introduction, and shows how they constitute a coherent whole.

If a dissertation includes previously published materials (authored or co-authored), the candidate must provide a full referencing of when and where individual papers have been published. Because prior publication and multiple authorship have implications with respect to copyright, PhD candidates should discuss copyright with advisors and obtain copyright clearance from any co-authors well in advance of defending the dissertation. Written permission must be obtained in order to include articles copyrighted by others within the dissertation.

It is the responsibility of the student and the student's dissertation committee to ensure that the dissertation meets all requirements regarding authorship, academic integrity, and copyright.

## The Dissertation Defense

Prior to submitting the final dissertation to the Office of Graduate Studies, Arts & Sciences, the student must successfully defend their dissertation in an oral examination before a committee approved by the Office of Graduate Studies, Arts & Sciences.

In addition to the general guidelines below, specific details about timelines and procedures for each subdiscipline can be found in the Graduate Student Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology\\_Graduate\\_Student\\_Handbook\\_2023-2024.pdf](http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology_Graduate_Student_Handbook_2023-2024.pdf)).

**Committee approval.** Approval of the written dissertation by the RAC is necessary before the student can orally defend the dissertation. The Dissertation Defense Committee that examines the student consists of at least five members, who normally meet three independent criteria:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University faculty members or, for programs offered by Washington University-affiliated partners, full-time members of a Washington University-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University, at another university, in government or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee.

All committees must be approved by the Office of Graduate Studies, Arts & Sciences, regardless of whether they meet the normal criteria.

**Procedure.** Attendance by a minimum of four members of the Dissertation Defense Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to have only four members in attendance; if one of those four cannot attend, the defense must be rescheduled. Note that the absence of all outside members or of the committee chair would necessitate rescheduling the defense.

## Submission of the Dissertation

Students who defend their dissertations successfully have not completed their PhD requirements until their dissertation submission has been accepted by the Office of Graduate Studies, Arts & Sciences. The exact dates for the deadline to submit the dissertation to the Office of Graduate Studies, Arts & Sciences, are set yearly.

## Specific Subdiscipline Requirements

Please consult the Graduate Student Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology\\_Graduate\\_Student\\_Handbook\\_2023-2024.pdf](http://bulletin.wustl.edu/grad/artsci/anthropology/Anthropology_Graduate_Student_Handbook_2023-2024.pdf)) for more information regarding specific subfield requirements.

## Art History and Archaeology

The Department of Art History and Archaeology offers the degrees of **Master of Arts (AM)** and **Doctor of Philosophy (PhD)**. Particular areas of strength include ancient art, European art of the Renaissance and early modern periods, Asian art, and modern and contemporary

art of Europe and the Americas. The size of our graduate program ensures that our students receive an exceptional level of advising and mentoring. Every student has a faculty advisor, and the research of PhD students is supervised by a Research Advisory Committee (RAC) made up of a core group of three members of the faculty. As part of their professional preparation, PhD students gain teaching experience within the department or in other programs either as a Mentored Teaching Experience (MTE) or as instructors of record.

Our faculty prepares students to acquire skills in empirical and theoretical methods in art history; museum, archival and site research; visual and textual analysis; and descriptive and analytic writing. Students also take advantage of curatorial or research internships at the university's Kemper Art Museum, the Saint Louis Art Museum, and other local institutions as well as art museums outside the region. The department supports students' professional development and research projects through funded field trips to major art centers and financial subvention of travel for research and presentation of conference papers. Such education and support prepares our students for a variety of professional opportunities at the highest level.

Students with a PhD from the department pursue a diverse array of career paths, including teaching appointments at colleges and universities; positions as curators, registrars, and educators in art museums; jobs in university administration; and jobs with auction houses, arts publications and art dealers. Students with the AM degree from the department have pursued doctoral studies at Washington University or in other PhD programs; they have also taken a variety of positions in museum curation and education, arts journalism, art libraries, art advising, and commercial art galleries.

Phone: 314-935-5270  
Website: <https://arthistory.wustl.edu/>

## Faculty

### Chair

**William E. Wallace** (<http://arthistory.artsci.wustl.edu/people/william-wallace/>)

Barbara Murphy Bryant Distinguished Professor of Art History  
PhD, Columbia University

### Endowed Professors

**Elizabeth C. Childs** (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs/>)

Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University

**Claudia Swan** (<https://arthistory.wustl.edu/people/claudia-swan/>)

Mark Steinberg Weil Professor in Art History & Archaeology  
PhD, Columbia University

## Professors

**John Klein** (<http://arthistory.artsci.wustl.edu/people/john-klein/>)

PhD, Columbia University

**Angela Miller** (<http://arthistory.artsci.wustl.edu/people/angela-miller/>)

PhD, Yale University

## Associate Professors

**Nathaniel Jones** (<http://arthistory.artsci.wustl.edu/people/nathaniel-jones/>)

PhD, Yale University

**Kristina Kleutghen** (<http://arthistory.artsci.wustl.edu/people/kristina-kleutghen/>)

David W. Mesker Associate Professor

PhD, Harvard University

**Ila Sheren** (<http://arthistory.artsci.wustl.edu/people/ila-sheren/>)

PhD, Massachusetts Institute of Technology

## Assistant Professor

**Nicola Aravecchia** (<http://arthistory.artsci.wustl.edu/people/nicola-aravecchia/>)

PhD, University of Minnesota

## Lecturers

**Esther Gabel** (<https://arthistory.wustl.edu/people/esther-gabel/>)

PhD, University of Cambridge

**Betha Whitlow** (<https://arthistory.wustl.edu/people/betha-whitlow/>)

MA, Washington University in St. Louis

## Etta Steinberg Postdoctoral Fellow

**Maggie Crosland** (2021-2024)

PhD, Courtauld Institute of Art

## Affiliated Faculty

**Rebecca Messbarger** (<https://rll.wustl.edu/people/rebecca-messbarger/>)

Professor of Italian; History; and Women, Gender and Sexuality Studies

PhD, University of Chicago

**Eric Mumford** ([http://samfoxschool.wustl.edu/portfolios/faculty/eric\\_mumford/](http://samfoxschool.wustl.edu/portfolios/faculty/eric_mumford/))

Rebecca and John Voyles Professor of Architecture

PhD, Princeton University

## Professors Emeriti

**David Freidel** (<https://anthropology.wustl.edu/people/david-freidel/>)

Professor of Archaeology, Department of Anthropology

PhD, Harvard University

**Susan Rotroff**

Jarvis Thurston & Mona Van Duyn Professor Emerita

PhD, Princeton University

**Sarantis Symeonoglou**

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

## Degree Requirements

Applicants for admission to the graduate program are normally expected to have completed 18 units of undergraduate study in art history. However, the department welcomes applications from students with less background in art history who show strong preparation in such fields as classics, history, philosophy, literature, anthropology, and Asian studies.

## Master of Arts in Art History and Archaeology

### Requirements for the AM degree

Requirements for this program normally involve 12 courses taken over the course of four semesters, including the required graduate seminar (Methods in Art History) as well as a capstone course in the fourth semester in which the candidate revises two seminar papers for presentation to the faculty as qualifying papers. In addition, students must pass a reading proficiency exam in a modern foreign language (or exempt this requirement through graded courses in the language). For students in Asian art, this language should be an Asian language. Students in ancient art may be required to demonstrate reading knowledge in an ancient language. Students continuing through the PhD are strongly advised to demonstrate reading proficiency in a second modern foreign language before the start of their fifth semester in their graduate program.

## PhD in Art History and Archaeology

### Requirements for the PhD degree

Students completing their AM degree at Washington University and continuing as PhD students will have two or three more semesters of course work, normally in the form of three seminars plus the Comprehensive Exam Preparation courses (three courses) and the Dissertation Prospectus course. To be admitted to PhD candidacy, a

student must also demonstrate reading proficiency in a second modern foreign language, pass the Comprehensive Exam, and successfully defend the Dissertation Prospectus. Students in ancient art and Asian art may have additional language requirements.

Thus, by the end of the seventh semester of graduate study at Washington University, students will normally have achieved the following, at a minimum:

- Completed all required courses;
- Demonstrated reading proficiency in no fewer than two modern foreign languages;
- Passed the Comprehensive Exam in the major area;
- Passed the Comprehensive Exam in the minor area (or have exempted this requirement through related course work);
- Determined a three-person Research Advisory Committee for the dissertation; and
- Successfully defended the Dissertation Prospectus.

Students admitted to the PhD program who have an approved master's degree from another university will normally take courses at Washington University for four or five semesters, including the Comprehensive Exam Preparation courses and the Dissertation Prospectus course. Thus, these students will normally complete all of the requirements for PhD candidacy listed above by the end of the fifth semester of graduate study at Washington University.

## Biology & Biomedical Sciences

The Roy and Diana Vagelos Division of Biology & Biomedical Sciences at Washington University offers exceptional doctoral education at one of the nation's preeminent biomedical research centers. The Division includes 12 doctoral programs:

- Biochemistry, Biophysics, & Structural Biology
- Biomedical Informatics & Data Science
- Cancer Biology
- Computational & Systems Biology
- Developmental, Regenerative, & Stem Cell Biology
- Ecology & Evolutionary Biology
- Immunology
- Molecular Cell Biology
- Molecular Genetics & Genomics
- Molecular Microbiology & Microbial Pathogenesis
- Neurosciences
- Plant & Microbial Biosciences

A collaborative, interdisciplinary approach to research and education is a hallmark of Washington University and the Division. As a universitywide consortium, the Division transcends departmental lines and removes traditional boundaries of scientific fields. Faculty and

graduate students regularly cross disciplines, devising novel questions and approaches that might otherwise go unexplored. The Division consists of approximately 700 PhD and MD/PhD students, with more than 600 faculty members from 38 departments.

Washington University in St. Louis provides unique opportunities for translating basic science into practical application. In addition, the Division's associations with internationally prominent local institutions provide exciting opportunities: students in the biomedical sciences enrich their work with the clinical perspective of our outstanding medical school; students in plant, population, evolutionary and ecological sciences benefit from our close affiliation with the internationally renowned Missouri Botanical Garden (<http://www.missouribotanicalgarden.org/>), the Tyson Research Center (<https://tyson.wustl.edu/>) and the Donald Danforth Plant Science Center (<http://www.danforthcenter.org/>).

To help prepare graduates for careers in academia, government, industry or another field of their choice, educational opportunities are offered for skills development and career exploration. The DBBS offers career-planning curriculum, and students can pursue noncredit elective credentials to build transferable professional skills in four areas that apply to a wide variety of scientific careers: leadership, entrepreneurship, science communication, and teaching. Through the Initiative for Maximizing Student Development Career Pathway Talks program, professionals from a variety of fields (e.g., biotech startups, patent law) provide presentations and Q&A sessions to students throughout the year. In addition — through partnerships with groups such as the Teaching Center, the Career Center, and student organizations such as ProSPER, InPrint, Sling Health, the BALSA Group, and the Young Scientist Program — students have additional opportunities to develop experiences relevant to their future career goals.

## Programs

### Biochemistry, Biophysics, & Structural Biology (<https://dbbs.wustl.edu/programs/biochemistry-biophysics-structural-biology/>)

**Biochemistry** uses the concepts and approaches of chemistry to understand the molecular basis of biological processes. Biochemical studies include enzymology, metabolism, DNA replication, cell signaling, and drug discovery. Insights from these studies may shed light on fundamental biological processes as well as mechanisms of disease, new drug treatments, and new diagnostics.

**Biophysics** brings together elements of biology, chemistry, physics and mathematics to describe and understand biological processes. It is a fusion of scientific cultures: the systems and processes of biochemistry and computational and molecular biology are joined with the principles and quantitative laws of physical chemistry. The goal is to develop a quantitative and predictive understanding of biology at a detailed molecular level.

**Structural Biology** seeks a mechanistic understanding of macromolecular function through molecular structure and dynamics. X-ray diffraction, cryo-electron microscopy, and nuclear magnetic resonance are among the tools used by structural biologists, whose insights address important questions throughout biology and medicine at Washington University.

### Biomedical Informatics & Data Science (<https://dbbs.wustl.edu/programs/biomedical-informatics-data-science/>)

**Biostatistics and Data Science Research Track:** The goal of the Biostatistics and Data Science track is to train independent and innovative researchers who will contribute to the development and application of cutting-edge statistical and data science methodologies in health science disciplines. The track provides a balance of theory, methods, and applications of biostatistics and data science that are central to modern interdisciplinary research. Under the supervision of advisors, PhD students participate in the design of clinical studies and are involved in the analysis, inference, and interpretation of these studies.

**Biomedical Informatics Research Track:** Through the Biomedical Informatics track, students will have training and research opportunities in the five subdisciplines of biomedical informatics as defined by the American Medical Informatics Association (AMIA (<https://www.amia.org/>)), the largest professional scientific community in the field of biomedical informatics:

- Applied Clinical Informatics (ACI): applying innovative measurement and informatics approaches to inform and improve clinical practice
- Consumer Health Informatics (CHI): investigating consumers' needs and integrating consumers' preferences into health information systems
- Clinical Research Informatics (CRI): managing information related to clinical trials as well as secondary use of clinical data
- Translational Bioinformatics (TBI): developing storage, analytic, and interpretive methods to optimize the transformation of biomedical data
- Population Health Informatics (PopHI): integrating aspects of public health, clinical informatics, and health care delivery

### Cancer Biology (<https://dbbs.wustl.edu/programs/cancer-biology/>)

The graduate program in Cancer Biology spans many disciplines, including cell biology, genetics, biochemistry, microbiology, pharmacology, pathology, epidemiology, bioinformatics, and immunology, to name a few. It represents a unique set of training and educational activities that, taken collectively, expose the student to the full breadth of cancer biology while allowing immersion in a specific dissertation topic of the student's choice. A common theme that unites these diverse endeavors is the desire to push the limits of

our understanding of these processes to the highest possible molecular resolution. The program is designed to provide graduate and medical students with the education and training they need to make significant contributions to the field of cancer biology, both in the laboratory and in the clinic.

## **Computational & Systems Biology (<http://dbbs.wustl.edu/divprograms/compbio/Pages/default.aspx>)**

The graduate program in Computational and Systems Biology trains the next generation of scientists in technology-intensive, quantitative, systems-level approaches to molecular biology. As technological changes generate exponentially larger amounts of data, the scale of the biological questions under investigation grows ever larger. Students in the Computational and Systems Biology program learn to leverage advances in cutting-edge, high-throughput experimental and computational tools. Because of its interdisciplinary nature, the program's curriculum accommodates students with a wide variety of backgrounds, including genetics, biochemistry, molecular biology, mathematics, engineering, physics, chemistry, computer science, and statistics. The faculty in the program are highly interdisciplinary and specialize in the application of computer science, information technology, biophysics, biochemistry, genetics, applied mathematics, and statistics to problems in molecular biology.

## **Developmental, Regenerative, & Stem Cell Biology (<http://dbbs.wustl.edu/divprograms/devbio/Pages/default.aspx>)**

A central theme of the Developmental, Regenerative and Stem Cell Biology program is the desire to understand the genetic and molecular basis of specific developmental events and how defects in these events lead to developmental disorders and disease, such as cancer and neurodegeneration. Students and faculty members in the program employ genetics, cell biology, and biochemistry as well as cutting-edge imaging, genomic, and systems-level approaches to dissect key outstanding questions in the fields of development, regeneration, and stem cell biology.

## **Ecology & Evolutionary Biology (<https://dbbs.wustl.edu/programs/ecology-evolutionary-biology/>)**

The graduate program in Ecology and Evolutionary Biology studies the origins and maintenance of biodiversity on both evolutionary and ecological timescales. The program combines field studies with the technical advances of molecular genetics, statistics, large-scale genomics, quantitative genetics, and mathematical theory to gain an understanding of evolutionary history and environmental biology. Research in the program is extremely diverse. Study organisms include model systems such as yeast, *Drosophila*, *Arabidopsis*, and *Dicystelium*; human populations; agricultural species; and various

natural plant and animal populations. Students' research opportunities are enriched by the university's partnerships with local institutions. Our Tyson Research Center allows field studies in local natural ecosystems. The Missouri Botanical Garden conducts systematic studies of plant diversity worldwide. The Saint Louis Zoo facilitates studies of the conservation biology of exotic large animals. Our faculty and students also conduct studies on a global scale at field sites in Africa, Asia, and South America.

## **Immunology (<https://dbbs.wustl.edu/programs/immunology/>)**

The graduate program in Immunology offers an outstanding learning environment in one of the largest and most diverse Immunology programs in the nation and a faculty that is highly committed to graduate education. The Immunology faculty are leaders in their field, developing and employing cutting-edge technologies, including the generation of genetically modified mice by gene targeting, proteomics, intravital microscopy, and high-throughput pathogen discovery. Some of the key questions explored here are specific to the field, while others deal with the immunological versions of more basic phenomena in areas such as developmental biology, signal transduction, and the regulation of gene expression. Because immunology is interdisciplinary and rapidly developing, the program trains students to develop specialty expertise in immunology itself, as well as basic knowledge in a number of general "emphasis" areas with broader applicability.

## **Molecular Cell Biology (<https://dbbs.wustl.edu/programs/molecular-cell-biology/>)**

The graduate program in Molecular Cell Biology involves a wide array of investigations into many fundamental cell processes and the mechanisms that control them. Among the subjects currently under investigation are gene expression; mechanisms of transcription and tissue-specific transcription regulation; molecular mechanisms involved in cell proliferation; the cell cytoskeleton, motility, and chemotaxis; pathways for the trafficking of molecules into and out of cells; receptor-ligand interactions involved in the regulation of cell growth and the cell phenotype; signal transduction molecules and pathways; lipid metabolism; the assembly of supramolecular structures, including the extracellular matrix; mechanisms of enzyme catalysis and inhibition; and mechanisms of pathogenesis. A common theme uniting these research programs is the desire to understand essential cellular functions at the highest possible level of molecular resolution.

## **Molecular Genetics & Genomics (<https://dbbs.wustl.edu/programs/molecular-genetics-genomics/>)**

The graduate program in Molecular Genetics and Genomics provides an ideal interdisciplinary training environment for students interested in exploring basic questions in biology. Students and faculty members in the program employ genetic and genomic approaches

to investigate questions in genetics, cell biology, development, and physiology. Common themes include research aimed at identifying and characterizing the genes and the genetic and molecular networks that control fundamental genetic and cellular processes; deciphering how defects in gene function disrupt these processes and lead to disease; and devising genetic and molecular methods to identify and treat diseases.

## **Molecular Microbiology & Microbial Pathogenesis (<https://dbbs.wustl.edu/programs/molecular-microbiology-microbial-pathogenesis/>)**

### **Molecular Microbiology**

Research in molecular microbiology employs genetics, cell biology, biochemistry, and biophysics to investigate fundamental biological problems including environmental sensing and cell-cell signaling, transcriptional and post-transcriptional regulation, secretion, energy generation, and the bacterial cell cycle. State-of-the-art computational and comparative genomic approaches are used to study commensal, pathogenic, and environmental organisms in their natural environments.

### **Microbial Pathogenesis and Host Defense**

Research in this area involves the molecular biology and biochemistry of pathogenic bacteria, fungi, protozoa, helminths, and viruses, with an emphasis on mechanisms of virulence and host-parasite interactions. By applying a wide range of emerging technologies in molecular genetics and cell biology, this work includes the discovery and analysis of virulence-associated genes, the study of innate and acquired immunity to pathogens, and the identification and exploration of novel targets for chemotherapy.

## **Neurosciences (<https://dbbs.wustl.edu/programs/neurosciences/>)**

The graduate program in the Neurosciences has a large and interactive faculty drawn from numerous preclinical and clinical departments across two campuses. We study nearly every area of modern neuroscience, from the structural analysis of ion channels to the mapping of the functional connections of the human brain. Students enjoy a challenging and productive environment in which to define and pursue their professional goals. The superb resources and remarkable breadth of research possibilities at Washington University guarantee the student's exposure to the most fundamental issues in the field and the tools to address those issues in depth in a diverse, collaborative, and interdisciplinary scientific community. Active areas of research include cellular, molecular, and developmental neurobiology; systems and integrative neuroscience; and clinical and computational neuroscience.

## **Plant & Microbial Biosciences (<https://dbbs.wustl.edu/programs/plant-microbial-biosciences/>)**

The graduate program in Plant and Microbial Biosciences provides training in the use of prokaryotes, eukaryotic microbes, mosses, and vascular plants as experimental organisms to address fundamental and applied biological questions. Contemporary research on plant and microbial systems adds to our knowledge of basic biology, informs our understanding of the natural world, and leads to innovations in biomedicine, agriculture, and energy production. Our graduate students have unparalleled opportunities to pursue multidisciplinary training in genetics, biochemistry, cell biology, development, molecular evolution, and physiology, capitalizing on current interest and investment in biological research and fueled by experimental resources found at Washington University and our partnership with the Donald Danforth Plant Sciences Center.

## **Faculty**

DBBS mentors and educators are key to our training mission. Those who serve as primary mentors are DBBS Program Members, and others who participate in the educational mission are General Members.

Visit the DBBS website to learn about DBBS Faculty Membership (<https://dbbs-test.wustl.edu/about/division-faculty-membership/>) or to search DBBS Faculty (<https://dbbs-test.wustl.edu/our-people/faculty/>) by last name, program or expertise.

## **Degree Requirements**

### **PhD Degrees**

Each program has its own steering committee, which provides students with guidance, addresses their needs, and monitors their progress. The committee also helps each student customize the course of study to match their individual needs. Each of the 12 programs establishes its own degree requirements.

Across all of the programs, the course of study consists of six distinct parts:

### **Courses**

This generally requires two to five semesters and usually consists of four to nine courses in areas fundamental to the student's program. Students are expected to maintain a B average in graduate courses.

### **Laboratory Rotations**

Selecting a thesis advisor is the most important decision a student makes in graduate school. To help each student make an informed, thoughtful choice, the Division builds in flexibility to explore options. Students usually participate in three lab rotations during their first year. Additional rotations can be arranged, and rotation lengths are flexible. Students usually begin their thesis research by the end of their first year.

## Qualifying Examination

After required courses are completed, each student takes a preliminary or qualifying examination to assess their mastery of the field and their ability to integrate information across fields. Upon successful completion of the qualifying exam, the student concentrates on thesis research.

## Mentored Teaching Experience

Students must complete at least one semester of a Mentored Teaching Experience (MTE). Prior to beginning their MTE, DBBS students will be required to complete the Graduate Student Teaching Orientation and a minimum of three 90-minute teaching workshops, each covering a different topic, offered by the Teaching Center. Students must also enroll in LGS 600 prior to their MTE. Individualized instruction and mentoring will be provided by the course director of the class to which the student has been assigned. The course director will provide feedback throughout the semester and will complete an evaluation of the student upon the completion of the MTE.

## Thesis Research

Thesis research begins once the student has chosen a laboratory in which to work. With their mentor — the laboratory's principal investigator — the student devises a thesis project and chooses an advisory committee. Typically between the end of their second year and the middle of their third year, students present their thesis proposals to the thesis committee. Upon successful approval of the thesis proposal, the student officially becomes a doctoral candidate. For the rest of the student's program of study, the thesis committee monitors progress and meets at least once a year to provide analysis and advice. It also serves as the thesis defense committee when the thesis is ready for presentation. Most students complete and defend their dissertations by the end of their sixth year.

## Scientific Scholarship

Keeping abreast of scientific developments is critical for faculty and students alike. The Division offers many ways to stay current. More than 15 weekly biology seminars provide excellent opportunities to meet outstanding scientists from outside Washington University. Several annual symposia bring internationally recognized speakers to campus. Journal clubs meet weekly for students, postdoctoral fellows and faculty to present and discuss current scientific literature. A number of Interdisciplinary Research Pathways (<https://dbbs.wustl.edu/co-curricular/interdisciplinary-research-pathways/>) allow students to enhance their PhD program. Program retreats allow for informal interaction among students and faculty. The Division also provides funds for each student for professional development.

## Courses

For a full listing of courses offered through the Vagelos Division of Biology & Biomedical Sciences, please visit the University's online course listings. (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L41&crslvl=5:9>)

For questions about course listings, please email [dbbscurriculum@wustl.edu](mailto:dbbscurriculum@wustl.edu).

## Policies

The Vagelos Division of Biology & Biomedical Sciences has more than 600 students with access to nearly 650 faculty mentors with whom they may perform their dissertation work. This unparalleled flexibility results from the joint governance of DBBS by the Washington University School of Medicine (<https://medicine.wustl.edu/>) and the School of Arts & Sciences (<https://arts.wustl.edu/>) — a 50-year-old model that fosters the most impactful science executed at the boundaries of fields, programs, disciplines, schools and departments. This collaborative, interdisciplinary approach that transcends traditional boundaries is a hallmark of DBBS, and our training programs routinely rank among the top PhD programs nationally and internationally.

In this interdisciplinary environment, graduate students are governed by policies established by the university, the Office of Graduate Studies, Arts & Sciences, the School of Medicine and DBBS. The policies identified here and elsewhere in this *Bulletin* are not to be considered a complete list. However, every attempt has been made to identify the location of those policies that affect most or all students in DBBS.

In this *Bulletin*, the University Policies (p. 15) page covers many of the policies that apply to both graduate and undergraduate students, specifically in the areas of nondiscrimination, student health, student conduct, academic integrity, intent to graduate, and academic records and transcripts. In addition, it refers to the university's Compliance and Policies (<https://wustl.edu/about/compliance-policies/>) page. Graduate students should follow that page's links to the Information Technology, Computers and Internet Policies and to the Intellectual Property Policies and the Research Policies; most of the former and many of the latter will apply to all graduate students.

All DBBS students must follow the University PhD Policies & Requirements (p. 22) as set forth by the Provost's Office.

Degrees in DBBS are conferred by the School of Arts & Sciences; hence, students must follow the policies and procedures as set forth by the school. The website of the Office of Graduate Studies, Arts & Sciences, has a Policies & Procedures page (<https://gradstudies.arts.wustl.edu/graduate-school-policies-and-procedures/>) that includes links to the full text of several of its policies, including those related to the following:

- Academic and Professional Integrity for Graduate Students
- Access to Student Academic Records
- Alcohol Service (at events sponsored by graduate students and organizations)
- Bias-Related University Policies

- Change of Student Status
- Confidentiality
- Consensual Faculty-Student Relationships
- Courses & Grades
- Dissenting Votes (at a dissertation defense)
- Enrollment & Registration
- Interdisciplinary Opportunities
- International Travel
- Leaves (Leave of Absence, Medical Leave of Absence, Involuntary Leave, New Child Leave)
- Part-Time Employment
- Probation & Dismissal for Academic Reasons
- Reinstatement
- Residency Requirement
- Student Grievance Procedures
- Time Off
- Transfer of Credit
- Tuition and Fees
- Withdrawal

Students should abide by the Professionalism & Conduct Policies (<http://bulletin.wustl.edu/medicine/policies/wusm-professionalism-conduct/>) and the Student Mistreatment Reporting and Monitoring Policy (<http://bulletin.wustl.edu/medicine/policies/student-mistreatment/>) as set forth by the School of Medicine. The Student Mistreatment Reporting policy includes information on Supporting a Fair Environment (SAFE (<https://safereporting.wustl.edu/>)).

In addition, Student Health Services (<https://studenthealth.med.wustl.edu/students/>) provides efficient, accessible, high-quality medical care to DBBS students.

## Chemistry

The Department of Chemistry offers a **PhD in Chemistry**, with research specializations available in biological, organic, inorganic, physical, and nuclear chemistry. Doctoral students often work at the interface of two or more subfields of chemistry. They may also work at the interface of different scientific disciplines. Lab assignments are therefore made according to each student's research project. Chemistry students may work in a lab outside the department or alongside students from other departments in a chemistry lab.

The department's research strengths in each subfield of chemistry are as follows:

- Biological: biophysical, bioorganic, bioinorganic, biochemistry
- Organic: synthetic, organometallic, bioorganic, physical organic, asymmetric catalysis
- Inorganic: coordination, organometallic, materials, bioinorganic, main group

- Physical: computational, laser spectroscopy, theoretical, magnetic resonance
- Interdisciplinary: biophysical, physical organic, materials
- Nuclear and radiochemistry: stability of nuclei, radioisotopes for medical studies

Washington University's graduate student stipends are in the top 25% of stipends at similar universities, and St. Louis has a low cost of living. The department has an excellent record of placing its graduates in a wide variety of jobs: academic, industrial, governmental, legal, consulting, writing/editing, and entrepreneurial.

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Website: <http://www.chemistry.wustl.edu/graduate>

## Faculty

### Chair

**Jennifer Heemstra** (<https://chemistry.wustl.edu/people/jennifer-heemstra/>)

Charles Allen Thomas Professor  
PhD, University of Illinois, Urbana-Champaign

### Professor and Chancellor Emeritus

**Mark Wrighton** (<https://chemistry.wustl.edu/people/mark-stephen-wrighton/>)

James and Mary Wertsch Distinguished University Professor  
PhD, California Institute of Technology

### Endowed Professor

**Gary J. Patti** (<https://chemistry.wustl.edu/people/gary-patti/>)

Michael and Tana Powell Professor of Chemistry  
PhD, Washington University

### Professors

**John R. Bleeker** (<https://chemistry.wustl.edu/people/john-bleeker/>)

PhD, Cornell University

**Michael L. Gross** (<https://chemistry.wustl.edu/people/michael-l-gross/>)

PhD, University of Minnesota

**Sophia E. Hayes** (<https://chemistry.wustl.edu/people/sophia-e-hayes/>)

PhD, University of California, Santa Barbara

**J. Dewey Holten** (<https://chemistry.wustl.edu/people/dewey-holten/>)

PhD, University of Washington

**Richard A. Loomis** (<https://chemistry.wustl.edu/people/richard-loomis/>)

PhD, University of Pennsylvania

**Kevin D. Moeller** (<https://chemistry.wustl.edu/people/kevin-moeller/>)

PhD, University of California, Santa Barbara

**Jay Ponder** (<https://chemistry.wustl.edu/people/jay-ponder/>)

PhD, Harvard University

**Lee G. Sobotka** (<https://chemistry.wustl.edu/people/lee-sobotka/>)

PhD, University of California, Berkeley

**John-Stephen Taylor** (<https://chemistry.wustl.edu/people/john-stephen-taylor/>)

PhD, Columbia University

## Associate Professors

**Jonathan Barnes** (<https://chemistry.wustl.edu/people/jonathan-barnes/>)

PhD, Northwestern University

**Vladimir B. Birman** (<https://chemistry.wustl.edu/people/vladimir-birman/>)

PhD, University of Chicago

**Richard Mabbs** (<https://chemistry.wustl.edu/people/richard-mabbs/>)

PhD, University of Nottingham (UK)

**Bryce Sadtler** (<https://chemistry.wustl.edu/people/bryce-sadtler/>)

PhD, University of California, Berkeley

**Timothy Wencewicz** (<https://chemistry.wustl.edu/people/timothy-wencewicz/>)

PhD, University of Notre Dame

## Assistant Professors

**Joseph Fournier** (<https://chemistry.wustl.edu/people/joseph-fournier/>)

PhD, Yale University

**Kade Head-Marsden** (<https://chemistry.wustl.edu/people/kade-head-marsden/>)

PhD, University of Chicago

**Meredith Jackrel** (<https://chemistry.wustl.edu/people/meredith-jackrel/>)

PhD, Yale University

**Courtney Reichhardt** (<https://chemistry.wustl.edu/people/courtney-reichhardt/>)

PhD, Stanford University

**Robert Wexler** (<https://chemistry.wustl.edu/people/robert-wexler/>)

PhD, University of Pennsylvania

## Teaching Professor

**Megan Daschbach** (<https://chemistry.wustl.edu/people/megan-daschbach/>)

PhD, Washington University

## Senior Lecturers

**Rong Chen** (<https://chemistry.wustl.edu/people/rong-chen/>)

PhD, University of Southern California

**Maria de la Cruz** (<https://chemistry.wustl.edu/people/maria-de-la-cruz/>)

PhD, University of Missouri, Saint Louis

**Julie Hamdi** (<https://chemistry.wustl.edu/people/julie-hamdi/>)

PhD, University of California, Los Angeles

**John Heemstra** (<https://chemistry.wustl.edu/people/john-heemstra/>)

PhD, University of Illinois, Urbana-Champaign

**Jia Luo** (<https://chemistry.wustl.edu/people/jia-luo/>)

PhD, Washington University

**Bryn Lutes** (<https://chemistry.wustl.edu/people/bryn-lutes/>)

PhD, Washington University

## Lecturer

**Thomas Bakupog** (<https://chemistry.wustl.edu/people/thomas-bakupog/>)

PhD, University of Wyoming, Laramie

## Joint Professor

**Richard W. Gross** (<https://chemistry.wustl.edu/people/richard-w-gross/>)

PhD, Washington University  
(Internal Medicine)

## Degree Requirements

### PhD in Chemistry

#### Requirements:

- 72 units of graduate credit in courses and research
- Satisfactory performance on oral cumulative examinations
- Satisfactory performance in annual pre-thesis committee meetings
- Demonstration of teaching competence
- Dissertation research and preparation of dissertation
- Satisfactory performance on a final oral dissertation defense

On average, students take between five and six years to complete the PhD.

Requirements specific to Chemistry include attendance at faculty research presentations during the student's first fall semester, presenting and passing an oral examination within the first four semesters, and annual recertification in laboratory safety.

Almost all students participate in mentored teaching experiences during their first two years and must perform satisfactorily. Students must also make annual research presentations to their advisory committee, prepare a satisfactory dissertation research proposal, and pass an oral examination.

## Classics

The Department of Classics is committed to the threefold study of Greco-Roman antiquity via its languages and literatures, its history, and its art and architectural remains. The **Master of Arts (AM) in Classics** is ideal preparation either for the PhD or for a career in secondary teaching, and it has a strong placement record in both areas. The **Doctor of Philosophy (PhD)** program prepares candidates primarily for careers in research and university teaching. The department also supports students' exploration of alternative careers while pursuing the AM or PhD. Both programs provide rigorous instruction in Greek and Latin languages and literatures, exposure to the subfields of Classics, opportunities to cultivate special fields of research, and teaching experience in departmental courses.

Although both graduate programs are built around preparation in the core fields of Classics, opportunities exist for collaboration with numerous other departments and programs. PhD candidates have the option to pursue one of several special interdisciplinary tracks: Ancient History, Ancient Performance, Ancient Music, or Ancient Philosophy. Washington University also possesses several special collections of interest to the Classics researcher: the John Max Wulfling Coin Collection, an internationally recognized resource that can be applied to studies in numismatics, history, economics and art; a small collection of papyri housed in Olin Library; a substantial archive of epigraphical materials; and an important collection of Greek painted pottery.

Contact: Thomas Keeline  
Phone: 314-935-8587  
Email: [classics@wustl.edu](mailto:classics@wustl.edu)  
Website: <https://classics.wustl.edu>

## Faculty

### Endowed Professor and Chair

**Timothy Moore** (<https://classics.wustl.edu/people/timothy-moore/>)

John and Penelope Biggs Distinguished Professor of Classics  
Department Chair  
PhD, University of North Carolina

Professor Moore's work concentrates on several areas of classical antiquity, including the comic theater of Greece and Rome, Greek and Roman music, and Roman historiography. Current projects include a database and book on music in Greek and Roman theater and articles on music and poetic rhythm in ancient Rome. He also has interests in the history of theater, especially American musical theater and Japanese Kyogen comedy.

### Professor

**Catherine Keane** (<https://classics.wustl.edu/people/catherine-keane/>)

PhD, University of Pennsylvania

Professor Keane's interests range broadly over Greek and Roman literature and culture, but her research centers on the comic genres and their engagement with moral, social, and literary problems, particularly the Roman verse satirists Lucilius, Horace, Persius, and Juvenal and the epigrammatist Martial.

### Associate Professors

**William Bubelis** (<https://classics.wustl.edu/people/william-bubelis/>)

Curator of the Wulfling Coin Collection  
PhD, University of Chicago

Professor Bubelis' research in Greek history focuses on the intersection of economy, religion and public institutions. His work utilizes the evidence of inscriptions (epigraphy), coins (numismatics) and other material remains alongside the literary texts of ancient historians, poets, orators and the like. While most of his scholarship has engaged with classical Athens, Professor Bubelis avidly explores the societies of the eastern Mediterranean across antiquity, including Iron Age Cyprus and the Achaemenid Persian Empire to Hellenistic Egypt.

**Thomas Keeline** (<https://classics.wustl.edu/people/tom-keeline/>)

Director of Graduate Studies  
PhD, Harvard University

Professor Keeline works primarily on Latin literature, the history of classical scholarship and education from antiquity to the present, rhetoric, textual criticism, lexicography and metrics.

**Luis Alejandro Salas** (<https://classics.wustl.edu/people/luis-alejandro-salas/>)

Director of Undergraduate Studies  
PhD, University of Texas

Professor Salas specializes in Greek and Roman medicine, philosophy and intellectual history. He is also interested in Aristotelian psychology. His research focuses on medical and philosophical sectarianism, especially in the work of Galen of Pergamum.

**Zoe Stamatopoulou** (<https://classics.wustl.edu/people/zoe-stamatopoulou/>)

PhD, University of Virginia

Professor Stamatopoulou's research and teaching encompass several aspects of ancient Greek literature and culture, but her work focuses primarily on archaic and classical poetry (Homer, Hesiod, lyric poetry, drama). She is also interested in the symposium, ancient biographies of poets, and the reception of archaic Greece in Imperial Greek literature (especially Plutarch).

## Assistant Professors

**Nicola Aravecchia** (<https://classics.wustl.edu/people/nicola-aravecchia/>)

PhD, University of Minnesota

Professor Aravecchia's research interests encompass the art and archaeology of Greco-Roman and Late Antique Egypt. He has taught courses in classical languages, ancient history, and art and archaeology in the United States, Egypt and Australia. His current work focuses on the origins and development of Early Christian architecture in rural Egypt. Since 2005, he has been involved in archaeological projects in the Dakhla Oasis, located in the Western Desert of Upper Egypt.

**Ian Hollenbaugh** (<https://classics.wustl.edu/people/ian-hollenbaugh/>)

PhD, University of California, Los Angeles

Professor Hollenbaugh's research interests include Indo-European linguistics, Homeric Greek, Old Latin, Vedic Sanskrit, and Germanic languages. He focuses particularly on the tense and aspect systems of Indo-European languages from both diachronic and synchronic perspectives.

## Senior Lecturers

**Lance Jenott** (<https://classics.wustl.edu/people/lance-jenott/>)

PhD, Princeton University

Professor Jenott teaches courses on the New Testament, studies in Christian origins, and Coptic language and literature. His other interests include Second Temple Judaism, Greco-Roman philosophy, classical civilizations, and theories and methods in the study of religion. Dr. Jenott is the author of *The Gospel of Judas: Coptic Text, Translation, and Historical Interpretation of the 'Betrayal's Gospel'*, and he is the co-author of *The Monastic Origins of the Nag Hammadi Codices*. He is currently working on a commentary on the Gospel of Judas for the Hermeneia Series by Fortress Press.

**Kathryn Wilson** (<https://classics.wustl.edu/people/kathryn-wilson/>)

PhD, University of Pennsylvania

Professor Wilson's research interests focus on the intersection of poetry and science. She is especially interested in Hellenistic literature and the relationship between different intellectual enterprises occurring during that time. She is also interested in the evolution of the genre of didactic poetry.

## Lecturer

**Rebecca Sears** (<https://classics.wustl.edu/people/rebecca-sears/>)

PhD, University of Michigan

Professor Sears' research interests include ancient music, papyrology, Latin poetry (particularly Ovid's *Metamorphoses*) and ancient magic. She is currently working on a textbook for the University of Michigan Press that will discuss important technical and cultural features of both Greek and Roman music as well as the reception and reconstruction of ancient music. In addition to her love of classical languages and cultures, she is a violinist who has performed in benefit concerts throughout New England.

## Professors Emeriti

**Carl W. Conrad** (<https://classics.wustl.edu/people/carl-conrad/>)

PhD, Harvard University

**Robert D. Lamberton** (<https://classics.wustl.edu/people/robert-lamberton-0/>)

PhD, Yale University

**Susan I. Rotroff** (<https://classics.wustl.edu/people/susan-rotroff/>)

Jarvis Thurston & Mona Van Duyn Professor Emerita  
PhD, Princeton University

## Degree Requirements

### AM in Classics

Candidates may obtain an AM degree in Classics by completing 36 graduate units of credit, completing a reading list, and taking a series of examinations. Students applying to continue in the Classics department's PhD program must also write a master's thesis. Others may choose to complete the AM with or without a thesis.

## Courses

**Total units required:** 36 units, including the following:

**Specific required courses:** 9 units

| Code               | Title  | Units    |
|--------------------|--|----------|
| Classics 503       | Classical Studies: Theories, Methods & Practice (a proseminar on materials, methods, and professional issues in Classics; offered every 2 years) | 3        |
| Greek 445          | Greek Prose Composition (offered every 2 years; graduate-level course number: Greek 5450)  | 3        |
| Latin 444          | Latin Prose Composition (offered every 2 years; graduate-level course number: Latin 5440)  | 3        |
| <b>Total Units</b> |  | <b>9</b> |

**Other course requirements: 21 units (for AM with thesis)**

- At least 6 units in Greek (L09) (two options are offered every semester)
- At least 6 units in Latin (L10) (two or more options are offered every semester)

Most remaining courses will be in Greek, Latin and Classics. All must be at the 500/5000 level or above. With the guidance of the director of graduate studies, students may take 3 course units outside of the Classics department.

**Research credits: 6 units**

The master's thesis counts for 6 units. Any student opting not to write a thesis will fulfill these units with additional courses.

## Modern Language Competence

This competence can be in German, French or Italian. The requirement may be fulfilled by courses or examination.

## Program Exams

- Greek Reading List
- Latin Reading List

Students not planning to go on to a PhD program in Classics may opt to take the Reading List exam in one language (Greek or Latin) only. Those who pursue this option must still complete at least 6 units in the other language at the 500/5000 level or above. The examination will require the student to demonstrate competence in translation and interpretation as well as in knowledge of the relevant scholarship.

## Teaching Option

AM students may have the opportunity to assist faculty as paid student workers in undergraduate courses. They are also eligible to enroll in the department's graduate course in Classics pedagogy.

## PhD in Classics

The Classics PhD requires 60 graduate units of courses and research in combination. Up to 24 of these units may be transferred from an outside AM program in Classics at the discretion of the Graduate Committee. (Requirements listed below include requirements for the AM in Classics at Washington University.) All units must be at the 500/5000 level or above. With the guidance of the director of graduate studies, students may take up to 12 units outside of the Classics department to enhance their graduate study. Students may choose to pursue one of four special interdisciplinary tracks: Ancient Performance, Ancient Music, Ancient History, or Ancient Philosophy. Every PhD candidate also completes a teaching requirement through assignments as an assistant in instruction and an instructor of record.

## Courses

**Total units required:** 54 units, including the following:

**Specific required courses: 12 units**

| Code               | Title  | Units     |
|--------------------|--|-----------|
| Classics 503       | Classical Studies: Theories, Methods & Practice (a proseminar on materials, methods, and professional issues in Classics; offered every 2 years) | 3         |
| Classics 505       | Seminar in Classics Pedagogy for Graduate Students (offered every 2 or 3 years)  | 3         |
| Greek 445          | Greek Prose Composition (offered every 2 years; graduate-level course number: Greek 5450)  | 3         |
| Latin 444          | Latin Prose Composition (offered every 2 years; graduate-level course number: Latin 5440)  | 3         |
| <b>Total Units</b> |  | <b>12</b> |

**Other course requirements: 27 units**

- At least 12 units in Greek (L09) (two options are offered every semester)
- At least 12 units in Latin (L10) (two or more options are offered every semester)
- At least 3 units in ancient history (at least one course will be offered every two years)

**Elective courses: 15 units**

This requirement includes courses for individual tracks, optional independent studies in preparation for exams, and other courses to be chosen after consultation with the director of graduate studies.

## Research Credits

The master's thesis counts for 6 units.

## Program Exams

- Greek Reading List
- Latin Reading List
- Comprehensive Exam
- Special Field Exam

## Teaching

Eight semesters of mentored teaching experiences are required, including at least two courses as the instructor of record.

## Modern Language Competence

This competence can be in German and French or in German and Italian. The requirement may be fulfilled by courses or examination in each case.

## Dissertation Requirements

- Dissertation prospectus
- Dissertation prospectus colloquium
- Dissertation
- Dissertation defense

## Comparative Literature

The Comparative Literature program at Washington University offers a Master of Arts (AM); a Doctor of Philosophy (PhD); a combined PhD with Chinese, English, French, German, Japanese, or Spanish; a graduate certificate in Translation Studies; and a graduate certificate in Early Modern Studies. In addition, a track within the PhD program for international writers targets promising authors, translators, and public intellectuals from around the world who wish to enhance their career by coupling it with academic preparation in comparatist literary studies in the United States. In close cooperation with other humanities programs, Comparative Literature enables students to tailor a course of study appropriate to their areas of interest, strengths, and long-term goals.

At its core, Comparative Literature aims to provide students with a grounding in contemporary and historically significant methodologies and approaches to comparative literature, including especially those pertinent to the following four areas: transcultural studies; translation studies; literature, politics and society; and new and old media. Students combine this core with the thorough study of at least one primary literature (usually nationally or geographically defined) and grounding in three methods or theories appropriate to developing approaches to their literary field. Depending on the focus of their degree and course of study, graduates typically apply for academic positions in comparative literature programs; language, literature, and culture departments; and such programs as gender studies, theater, performing arts, and area studies. Some graduates choose to pursue employment in publishing and arts-related fields outside of academia.

Phone: 314-935-5170  
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## Faculty

### Director

**Lynne Tatlock** (<http://complit.artsci.wustl.edu/people/lynne-tatlock/>)

Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University

### Endowed Professors

**Timothy Moore** (<https://classics.wustl.edu/people/timothy-moore/>)

John and Penelope Biggs Distinguished Professor of Classics  
PhD, University of North Carolina

**Anca Parvulescu** (<http://complit.artsci.wustl.edu/people/anca-parvulescu/>)

Liselotte Dieckmann Professor of Comparative Literature  
PhD, University of Minnesota

**Vincent Sherry** (<https://english.wustl.edu/people/vincent-sherry/>)

Howard Nemerov Professor in the Humanities  
PhD, University of Toronto

**Gerhild Scholz Williams** (<http://complit.artsci.wustl.edu/people/gerhild-williams/>)

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington

## Professors

**Nancy E. Berg** (<https://jimes.wustl.edu/people/nancy-e-berg/>)

PhD, University of Pennsylvania

**Lingchei Letty Chen** (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)

PhD, Columbia University

**Rebecca Copeland** (<https://ealc.wustl.edu/people/rebecca-copeland/>)

PhD, Columbia University

**Tili Boon Cuillé** (<http://complit.artsci.wustl.edu/people/tili-boon-cuille/>)

PhD, University of Pennsylvania

**Matt Erlin** (<http://complit.artsci.wustl.edu/people/matt-erlin/>)

PhD, University of California, Berkeley

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**Stephanie Kirk** (<http://complit.artsci.wustl.edu/people/stephanie-kirk/>)

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**Tabea Linhard** (<https://rll.wustl.edu/people/tabea-alexalinhard/>)

PhD, Duke University

**Joseph Loewenstein** (<http://complit.artsci.wustl.edu/people/joe-loewenstein/>)

PhD, Yale University

**Marvin H. Marcus** (<http://ealc.wustl.edu/people/marvin-marcus/>)

PhD, University of Michigan

**Erin McGlothlin** (<https://complit.wustl.edu/people/erin-mcglathlin-0/>)

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**Angela Miller** (<https://complit.wustl.edu/people/angela-miller/>)  
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**Wolfram Schmidgen** (<http://complit.artsci.wustl.edu/people/wolfram-schmidgen/>)  
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**Henry Schvey** (<https://pad.wustl.edu/people/henry-i-schvey/>)  
PhD, Indiana University

**Michael Sherberg** (<https://rll.wustl.edu/people/michael-sherberg/>)  
PhD, University of California, Los Angeles

**Harriet Stone** (<http://complit.artsci.wustl.edu/people/harriet-stone/>)  
PhD, Brown University

## Associate Professors

**J. Dillon Brown** (<http://complit.artsci.wustl.edu/people/j-dillon-brown/>)  
PhD, University of Pennsylvania

**Ignacio Infante** (<http://complit.artsci.wustl.edu/people/ignacio-infante/>)  
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PhD, Eastman School of Music

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## Assistant Professors

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PhD, University of California, Davis

**André Fischer** (<https://german.wustl.edu/people/andre-fischer/>)  
PhD, Stanford University

**Sarah Koellner** (<https://german.wustl.edu/people/sarah-koellner/>)  
PhD, Vanderbilt University

## Professor of Practice

**Matthias Goeritz** (<https://complit.wustl.edu/people/matthias-goeritz/>)  
PhD, Washington University

## Lecturer

**Philip Purchase** (<http://complit.artsci.wustl.edu/people/philip-purchase/>)  
PhD, University of Southern California

## Professors Emeriti

**Dolores Pesce** (<https://music.wustl.edu/people/dolores-pesce/>)  
Avis Blewett Professor of Music in Arts & Sciences  
PhD, University of Maryland

**Paul Michael Lützeler** (<http://complit.artsci.wustl.edu/people/paul-michael-lutzeler/>)  
Rosa May Distinguished University Professor in the Humanities  
PhD, Indiana University

**Robert E. Hegel** (<https://complit.wustl.edu/people/robert-e-hegel/>)  
Liselotte Dieckmann Professor Emeritus of Comparative Literature in Arts & Sciences; Professor Emeritus of Chinese  
PhD, Columbia University

**Naomi Lebowitz** (<http://complit.artsci.wustl.edu/people/naomi-lebowitz/>)  
Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities  
PhD, Washington University

**Stamos Metzidakis** (<http://complit.artsci.wustl.edu/people/stamos-metzidakis/>)  
PhD, Columbia University

## Degree Requirements

### PhD in Comparative Literature

The PhD in Comparative Literature program requires 60 units of course credit plus a dissertation. Course distribution normally entails the following: at least 12 core credits in comparative literature seminars, including Comp Lit 502 Introduction to Comparative Literature; 12 credits in one nationally, ethnically, or geographically defined literature; and 6 credits in a second such literature. The program also requires the study of a third discipline relevant to the student's intellectual and critical concerns, such as a third literature, music, the plastic arts, philosophy, history, or film. At a minimum, students need to demonstrate — in addition to superior skills in English — superior ability in at least a second language and reading skills in a third language. Beyond the minimum, the choice and number of languages

required correspond to each student's three areas of concentration. In addition to taking courses, students will take three comprehensive examinations that have both written and oral components. The first two will help guide the student toward the dissertation; the third examination is the dissertation proposal.

Students interested in pursuing one of the combined degrees should apply to the appropriate language and literature program (Chinese, English, French, German, Japanese or Spanish), indicating their interest in the dual degree. The application will be vetted by the respective program and by Comparative Literature. The dual degree requires students to complete all requirements in the home discipline plus four courses in core categories in Comparative Literature, including Comp Lit 502. Students in the dual-degree programs are expected to include a comparatist component in their dissertations.

## AM in Comparative Literature

The AM in Comparative Literature may be earned along the way to the PhD; Comparative Literature normally does not admit students who intend to pursue the AM only. It requires 36 units of course credit, including Comp Lit 502 and three additional courses in Comparative Literature on the graduate level. The remaining 24 units may be pursued in Comparative Literature or in affiliated departments or programs. All students earning an AM in Comparative Literature must demonstrate superior skills in English and, at a minimum, reading ability in one additional language pertinent to their areas of interest. These 36 units count toward the PhD requirements. Students participating in a Mentored Teaching Experience (MTE) may teach in Comparative Literature and/or in one of our allied programs, including language instruction. To be qualified to serve as an assistant in instruction in a language department, students may be required to take the relevant course in language pedagogy. The program strives to give students a variety of teaching experiences that prepare them for the academic market in their areas of concentration.

## Graduate Certificate in Translation Studies

With its interest in crossing the borders between languages, cultures, and national literatures, the discipline of comparative literature implicitly performs and assesses theoretically the function and value of "translation" in the widest sense of the term. The Graduate Certificate in Translation Studies offered by Comparative Literature explicitly supports both the practical turn to translation and the critical and theoretical assessment of translation in the context of globalization, multiculturalism, cultural hybridity, postcolonial theory, and interdisciplinarity. The certificate requires 15 course credits overall, 6 of which may count toward both the certificate and the PhD degree and 9 of which may be allocated only to the certificate. Applicants must already be enrolled in a PhD program at Washington University.

## Graduate Certificate in Early Modern Studies

The Graduate Certificate in Early Modern Studies enables students to develop interdisciplinary and transnational expertise outside of their home departments; such expertise can generate innovative work at the dissertation level and beyond. Through courses, reading groups, summer seminars, conferences, and teaching opportunities, certificate students will come into a wider intellectual community of early modern faculty and graduate students from several departments. Students who satisfy certificate requirements will earn the Graduate Certificate in Early Modern Studies along with a PhD in their home department. The certificate takes advantage of two long-standing strengths in Early Modern Studies at Washington University: a long tradition of interdisciplinary work and a commitment to cross national and geolinguistic boundaries. In particular, Comparative Literature — where the certificate is housed — has created strong cross-departmental links between Eastern and Western departments and programs.

## Dance

The **Master of Fine Arts (MFA) in Dance** in the Performing Arts Department at Washington University offers an innovative approach to dance technique, composition, improvisation and production. It involves an energetic interplay of studio work with professionally distinguished dance instructors, seminars with faculty who are experts in their fields, and independent studies in choreography. This two-year program will expand students' dance skills while engaging them with current concepts of dance as an art form, as an expression of culture and identity, and as a mode of critical thinking. The overarching goal of this program is to develop each dancer's personal artistic practice while encouraging a global perspective on dance studies, performance, pedagogy and choreography.

The department offers performance experience through its repertory company, the Washington University Dance Collective, for which students may audition.

Members of our dance faculty have performed with such companies as American Ballet Theatre; Alvin Ailey American Dance Theater; Dance Theatre of Harlem; National Ballet of Washington, D.C.; Dayton Contemporary Dance Company; and Utah Repertory Dance Theatre. In addition, a distinctive feature of our MFA program is that it is run in collaboration with St. Louis' Center of Creative Arts (COCA) (<http://www.cocastl.org/>), so it involves a sharing of facilities and faculty borne out of a common vision of the importance of the performing arts. As the leading dance school in the region, COCA is also the largest multidisciplinary arts organization in St. Louis, and it has a world-renowned faculty. We have a long history of engaging the talents of contemporary guest choreographers and répétiteurs from ballet and from modern and performance art who bring a broad range of challenging new processes, concepts and choreography to our students.

Contact: Joanna Dee Das  
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Website: <https://pad.wustl.edu/mfa-program>

## Faculty

### Chair

**Julia Walker** (<https://pad.wustl.edu/people/julia-walker/>)  
PhD, Duke University  
(Drama)

### Professors

**Robert K. Henke** (<https://pad.wustl.edu/people/robert-henke/>)  
PhD, University of California, Berkeley  
(Drama)

**Elaine A. Peña** (<https://pad.wustl.edu/people/elaine-pe%C3%B1a/>)  
PhD, Northwestern University  
(Drama)

### Associate Professors

**Pannill Camp** (<https://pad.wustl.edu/people/pannill-camp/>)  
PhD, Brown University  
(Drama)

**Joanna Dee Das** (<https://pad.wustl.edu/people/joanna-dee-das/>)  
Director of Graduate Studies in Dance (MFA)  
PhD, Columbia University  
(Dance)

**Paige McGinley** (<https://pad.wustl.edu/people/paige-mcginley/>)  
PhD, Brown University  
(Drama)

### Assistant Professor

**Elizabeth Hunter** (<https://pad.wustl.edu/people/elizabeth-hunter/>)  
PhD, Northwestern University  
(Drama)

### Teaching Professors

**Robert Mark Morgan** (<https://pad.wustl.edu/people/robert-mark-morgan/>)  
MFA, San Diego State University  
(Drama)

**Sean Savoie** (<https://pad.wustl.edu/people/sean-savoie/>)  
MFA, University of Cincinnati, College Conservatory of Music  
(Drama)

**Andrea Urice** (<https://pad.wustl.edu/people/andrea-urice/>)  
MFA, University of Virginia  
(Drama)

### Professors of Practice

**David W. Marchant** (<https://pad.wustl.edu/people/david-marchant/>)  
MFA, University of Iowa  
(Dance)

**Jeffery S. Matthews** (<https://pad.wustl.edu/people/jeffery-matthews/>)  
MFA, Virginia Commonwealth University  
(Drama)

**Annamaria Pileggi** (<https://pad.wustl.edu/people/annamaria-pileggi/>)  
MFA, Brandeis University  
(Drama)

**Cecil Slaughter** (<https://pad.wustl.edu/people/cecil-slaughter/>)  
MFA, University of Iowa  
(Dance)

**William Whitaker** (<https://pad.wustl.edu/people/william-whitaker/>)  
MFA, Florida Atlantic University  
(Drama)

### Artist-in-Residence

**Ron Himes** (<https://pad.wustl.edu/people/ron-himes/>)  
Henry E. Hampton Jr. Artist-in-Residence  
BSBA, Washington University  
(Drama)

### Distinguished Performing Artist

**Antonio Douthit-Boyd** (<https://pad.wustl.edu/people/antonio-douthit-boyd/>)  
(Dance)

### Lecturers

**Dominique Green** (<https://pad.wustl.edu/people/dominique-green/>)  
MFA, University of Cincinnati, College Conservatory of Music  
(Drama)

**Elinor Harrison** (<https://pad.wustl.edu/people/elinor-harrison/>)  
PhD, Washington University in St. Louis  
(Dance)

**Yan Ma** (<https://pad.wustl.edu/people/yan-ma/>)  
PhD, University of Hawaii at Manoa  
(Drama)

**Claire Sommers** (<https://english.wustl.edu/people/claire-sommers/>)

PhD, City University of New York  
(Drama)

## Professors Emeriti

**Mary-Jean Cowell** (<https://pad.wustl.edu/people/mary-jean-cowell/>)

PhD, Columbia University  
(Dance)

**Christine Knoblauch-O'Neal** (<https://pad.wustl.edu/people/christine-knoblauch-oneal/>)

PhD, Texas Woman's University  
(Dance)

**Henry I. Schvey** (<https://pad.wustl.edu/people/henry-i-schvey/>)

PhD, Indiana University  
(Drama)

## Degree Requirements

### MFA in Dance

**Degree Requirements:** 60 units (15 units per semester) during two years to degree

At the end of their first year, students will propose a culminating project — typically a dance concert or another public presentation of creative work largely expressed in dance — and submit a paper about its production, including analysis and critique, that they will defend orally.

### I. Technical Development: 13 units

Students must take 13 units of credit in studio-based movement praxis that have the 5000-level course designation. The courses can be in any genres that best support the student's development.

### II. Choreography and Performance: 20 units

| Code       | Title  | Units |
|------------|--|-------|
| Dance 508  | Dance Composition Laboratory I: Exploring Process and Format                           | 3     |
| Dance 509  | Dance Composition Laboratory II: Exploring Alternative Venues and Audience Connections | 3     |
| Dance 510  | Approaches to Improvisation and Spontaneous Composition                                | 3     |
| Dance 5100 | Stage Lighting (or equivalent 5000-level course in production)                         | 3     |
| Dance 511  | Independent Choreography Project I   | 3     |
| Dance 5112 | Independent Choreography Project II  | 3     |
| Dance 512  | Performance Artistry (must be taken twice)   | 1     |

### III. Research and Integrated Learning: 12 units

**Required:**

| Code      | Title                       | Units |
|-----------|-----------------------------|-------|
| Dance 520 | Research Methods Colloquium | 3     |

**Plus 9 units chosen from the following:**

| Code       | Title   | Units |
|------------|---|-------|
| Dance 506  | Topics in Contemporary Arts Practice Research   | 3     |
| Dance 5102 | Modern Dance and the African American Legacy II | 2     |
| Dance 5120 | Performing the Political in American Dance      | 3     |
| Dance 5130 | Dance Pedagogy                                  | 3     |
| Dance 514  | Methodologies of Global Dance Studies           | 3     |
| Dance 5140 | Performing Gender and Sexuality in America      | 3     |
| Dance 519  | Guest Artist Residency Workshop                 | 1     |
| Dance 530  | Theories of the Body in Performance             | 3     |

### IV. Electives: 9 units

Students must complete 9 additional units at the 5000 level or above. These units may be from any areas of the performing arts or relevant areas in other departments or programs. MFA students are encouraged to pursue courses that support or help to define their individual trajectories as artists.

### V. Mentored Teaching Experience

- LGS 600

Each Mentored Teaching Experience will be fashioned around the student's interests, when possible, and guided by a full-time member of the dance faculty. For more information, visit the Mentored Teaching Experiences (<http://pad.artsci.wustl.edu/mentored-teaching-experiences/>) webpage.

### VI. Final Project: 6 units

| Code      | Title  | Units |
|-----------|--|-------|
| Dance 550 | Final Project I (to be taken during the fall semester of the student's second year)    | 3     |
| Dance 551 | Final Project II (to be taken during the spring semester of the student's second year) | 3     |

At the end of the first year, the MFA student will propose a plan for the final project and form a final project committee that will evaluate the final project. A concert is the typical format of the MFA final project. This concert or public presentation of the student's creative work must be largely expressed in dance. The concert or public presentation

will be followed by the submission of a written Production Book that includes analysis and critique. In some cases, the written documents may include research related to the production, or a complementary research paper may accompany the Production Book. The student will present an oral defense of the work in front of an invited audience and submit a final version of the written component as well as a video record of the concert or public presentation for archival purposes within the department.

## Data Science in the Humanities

In response to increasing graduate involvement in the Humanities Digital Workshop (HDW) and its associated faculty-led projects, we offer a Graduate Certificate in Data Science in the Humanities (DASH), which combines traditional humanities inquiry with computational methods and analysis. All graduate students in the humanities, regardless of their home PhD program, are welcome to pursue this certificate. A data-driven approach can complement and enrich any humanities field, and the certificate features appreciable cross-disciplinary engagement. Recent HDW projects have been supervised by faculty in fields as diverse as History; Music; German; Jewish, Islamic and Middle Eastern Studies; East Asian Languages and Cultures; American studies; Philosophy-Neuroscience-Psychology; Women, Gender, and Sexuality Studies; and English. Our goals are to enrich the analytic skills that students can bring to bear on research in their home disciplines and to enable them to contribute thoughtfully and resourcefully in other disciplines of the humanities.

The curriculum is designed to enable students to think critically about digital culture and media and to apply emerging computational techniques to the study of the humanities. It combines training in data management, statistics, text analysis, geospatial analysis, digital prosopography, data visualization, and information design with courses that reflect critically on digital culture, algorithmic mediation, and forms of new media. The curriculum will acquaint PhD students with new techniques and methodologies and foster an awareness of their theoretical implications.

This certificate program is distinguished by its emphasis on collaborative research and pedagogical development. Students will participate on a faculty project in the HDW; most students fulfill this requirement through the HDW summer workshop, an eight-week program that pairs faculty with a small group of graduate and undergraduate fellows. The collaborative environment, combined with weekly project meetings and skills workshops, makes these immersive summer programs an unusual counterpoint to traditional graduate education. The DASH certificate also requires the 3-unit course IPH 590 Digital Humanities in the Classroom, ensuring that pedagogical development accompanies more traditional courses.

## Application

Students interested in pursuing the DASH graduate certificate should contact the program director (jfloewen@wustl.edu?subject=DASH%20Grad%20Certificate). PhD students in good standing should apply before the end of their second year. Master's students are

not eligible. Applicants should write a letter detailing their interest in data science or digital humanities as well as any relevant background; their letter should be supplemented by a letter of support from the director of graduate studies of their home doctoral program. In order to receive the DASH graduate certificate, students must fulfill all of the PhD requirements of their home department. The certificate is granted to the student upon completion of the PhD.

Contact: Joseph F. Loewenstein  
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Website: <https://iph.wustl.edu/graduate-certificate-data-science-humanities>

## Faculty

### Participating Faculty

**Ama Bemba Adwetewa-Badu** (<https://artsci.wustl.edu/faculty-staff/ama-bemba-adwetewa-badu/>)

Assistant Professor of English  
PhD, Cornell University

**Jami Ake** (<https://iph.wustl.edu/people/jami-ake/>)

Teaching Professor  
PhD, Indiana University

**Jianqing Chen** (<https://fms.wustl.edu/people/jianqing-chen/>)

Assistant Professor of East Asian Languages and Cultures and of Film and Media Studies  
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**Matt Erlin** (<https://german.wustl.edu/people/matt-erlin/>)

Professor of German  
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**Seth Graebner** (<https://rl.wustl.edu/people/seth-graebner/>)

Associate Professor of French and of Global Studies  
PhD, Harvard University

**Ian Hollenbaugh** (<https://classics.wustl.edu/people/ian-hollenbaugh/>)

Assistant Professor of Classics and of Linguistics  
PhD, University of California, Los Angeles

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PhD, Northwestern University

**Abby Jager** (<https://math.wustl.edu/people/abigail-jager/>)

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PhD, University of Chicago

**Peter Kastor** (<https://history.wustl.edu/people/peter-kastor/>)

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Georgie W. Lewis Career Development Professor

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Mellon Post-Doctoral Fellow in Modeling Interdisciplinary Inquiry  
PhD, University of California, Davis

**Shirl Yang** (<https://iph.wustl.edu/people/shirl-yang/>)  
Mellon Post-Doctoral Fellow in Modeling Interdisciplinary Inquiry  
PhD, University of Chicago

## Degree Requirements

### Graduate Certificate in Data Science in the Humanities

15 units are required to complete the DASH graduate certificate. Most students are able to count 6 units dually between the requirements of the certificate and the doctoral degree requirements. Students should consult with their doctoral advisor and the DASH graduate certificate advisor to determine which courses may be applied to both degrees.

**To obtain the required 15 units, students must take the following:**

#### DASH Core (at least 3 units and up to 7 units)

- IPH 530 Data Manipulation for the Humanities (1 unit)
- IPH 531 Statistics for Humanities Scholars: Data Science for the Humanities (3 units)
- IPH 532 Programming for Text Analysis (3 units)

#### Research via Internship (at least 2 units and up to 6 units)

- IPH 599 Internship in Digital Humanities (1-6 units)
  - This course may be repeated for up to 6 credits. Students intern on a faculty Digital Humanities research project through the Humanities Digital Workshop either during the academic year or in the summer.

#### DASH Pedagogy (3 units)

- IPH 590 Digital Humanities in the Classroom (3 units)
  - This requirement includes assisting in a course from the DASH core (see "Course Descriptions") or in IPH 3123 Introduction to Digital Humanities.

#### Electives:

If students do not earn the necessary 15 units within the courses listed above, the following electives may be taken to achieve 15 units:

| Code         | Title   | Units |
|--------------|---|-------|
| CSE 501N     | Introduction to Computer Science                                    | 3     |
| CSE 502N     | Data Structures and Algorithms                                      | 3     |
| Drama 506    | Topics in Contemporary Arts Practice Research                       | 3     |
| E Lit 5110   | Topics in Literature: The Novel and Globalization                   | 3     |
| Film 5425    | Seminar in Video Games: Video Games, Gender and Sexuality           | 3     |
| History 5887 | Advanced Seminar: Digital Frontiers in History                      | 3     |
| IPH 525      | Humanities by the Numbers: Essential Readings in Digital Humanities | 3     |

## Earth, Environmental, and Planetary Sciences

The Department of Earth, Environmental, and Planetary Sciences offers **PhD and AM degrees**. This department is one of the few departments in the country with an integrated program of graduate instruction and research that treats Earth as a planet and that makes direct use of knowledge gained by exploring the solar system. Our field is changing rapidly and becoming more interdisciplinary as links emerge among geology, geochemistry, geophysics and geobiology. New opportunities are developing as research in natural hazards, energy sources and the environment become more important to the global economy and as new space missions are developed to explore the solar system. The relatively small size of the department engenders a friendly and personal place that offers a lot of personal interaction with faculty and researchers. Our graduate students have the opportunity to use cutting-edge laboratory equipment, high-speed parallel computers, and the latest planetary mission data throughout the course of their research. They travel to field sites around the world and publish research in the leading scientific journals.

The PhD program is open to qualified students who have previously specialized in Earth sciences, physics, chemistry, biology, environmental science, soil science, mathematics or engineering. Both students with traditional degrees in geoscience areas and students with diverse academic backgrounds regularly enroll in our program because of the inherently interdisciplinary nature of our field. Doctoral education has a strong research emphasis that begins immediately upon arrival and that emphasizes modern, quantitative approaches to studying Earth, planetary, and environmental systems. Graduate research may involve field and laboratory studies as well as theory and advanced computation. Students earn the AM degree during the first phase of the PhD program; the department generally does not admit students for terminal AM degrees. After degree completion, our graduates go on to careers in academia, research laboratories, government agencies and the private sector, serving as leaders in the field of earth, environmental, and planetary sciences.

## Faculty

### Chair

**David A. Fike** (<https://eps.wustl.edu/people/david-fike/>)  
Glassberg/Greensfelder Distinguished University Professor of Earth, Environmental, and Planetary Sciences  
Director of the Environmental Studies Program  
Director of the International Center for Energy, Environment and Sustainability  
PhD, Massachusetts Institute of Technology

### Associate Chair

**Philip A. Skemer** (<https://eps.wustl.edu/people/philip-skemer/>)  
PhD, Yale University

## Endowed Professors

**Feng Sheng Hu** (<https://eps.wustl.edu/people/feng-sheng-hu/>)  
Richard G. Engelsmann Dean of Arts & Sciences  
Professor of Biology and of Earth, Environmental, and Planetary Sciences  
Lucille P. Markey Distinguished Professor in Arts & Sciences  
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**Bradley L. Jolliff** (<https://eps.wustl.edu/people/bradley-l-jolliff/>)  
Director of the McDonnell Center for the Space Sciences  
Scott Rudolph Professor of Earth, Environmental, and Planetary Sciences  
PhD, South Dakota School of Mines and Technology

**Douglas A. Wiens** (<https://eps.wustl.edu/people/douglas-wiens/>)  
Robert S. Brookings Distinguished Professor  
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## Professors

**Jeffrey G. Catalano** (<https://eps.wustl.edu/people/jeffrey-g-catalano/>)  
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**M. Bruce Fegley** (<https://eps.wustl.edu/people/bruce-fegley-jr/>)  
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Vice Provost for Educational Initiatives  
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PhD, Northwestern University

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PhD, Massachusetts Institute of Technology

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PhD, Trinity College Dublin

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**Robert E. Criss** (<https://eps.wustl.edu/people/robert-e-criss/>)

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PhD, Yale University

**Frank A. Podosek** (<https://eps.wustl.edu/people/frank-podosek/>)

PhD, University of California, Berkeley

## Degree Requirements

### PhD in Earth, Environmental, and Planetary Sciences

The degree requirements for a PhD in Earth, Environmental, and Planetary Sciences are intended to ensure that all students develop independence and originality of thought and that they acquire knowledge of sufficient breadth and depth to be scientific leaders in the field. Students are required to complete eight courses, five of which must be taken in the Department of Earth, Environmental, and Planetary Sciences. Students entering with an AM degree in a closely related field may waive two of these course requirements if approved by the faculty.

Students begin research early in the program, completing a small project during their second semester. At this time, each student selects a faculty member to serve as their major advisor as well as two additional faculty members to provide further guidance; these three faculty members comprise the student's Research Advisory Committee. During their second year, students continue their research as they work toward the oral examination that occurs at the end of their second year, which requires the preparation of a research paper, an oral presentation of research results, and a question-and-answer session with the student's Research Advisory Committee. Students are also required to obtain experience in teaching during their studies. The PhD program culminates in the writing of a dissertation and its defense in an oral presentation.

### AM in Earth, Environmental, and Planetary Sciences

Students who intend to earn only a master's degree are not admitted. However, graduate students usually earn one on the way to doctorate. Students working toward a master's degree must maintain a B average in their course work. There are two tracks for the master's degree:

- **Track I.** Completion of a minimum of 36 units including a thesis (up to 6 credits)
- **Track II.** Completion of a minimum of 36 units plus an examination

## East Asian Languages and Cultures

The Department of East Asian Languages and Cultures (EALC) offers advanced degrees in the modern and traditional literatures and cultures of East Asia based on substantial knowledge of at least one East Asian language (Chinese, Japanese or Korean). Students may specialize in one linguistic tradition or pursue transcultural or multidisciplinary studies. EALC offers the **Master of Arts (AM) in East Asian Languages and Cultures** as well as the **Doctor of Philosophy (PhD) in East Asian Languages and Cultures** and the **Joint PhD in East Asian and Comparative Literatures**.

The goal of these programs is to produce scholars who are well trained in their chosen languages, firmly grounded in the relevant linguistic and literary traditions, and thoroughly conversant with the critical discourses (indigenous and Western) relevant to their fields. With research strengths that cover modern and premodern literary studies, gender and sexuality, translation, material culture, identity, digital humanities and more, our internationally recognized faculty is poised to offer graduate students careful and consistent mentoring. By admitting only a select number of graduate students each year, our programs allow for individualized guidance. After completing these programs at the PhD level, candidates have extended firsthand exposure to the modern societies whose languages, literatures and cultures they study as well as significant teaching experience in both language and literature or culture classes.

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## Faculty

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### Professors

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### Associate Professors

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### Teaching Professors

**Mijeong Mimi Kim** (<https://ealc.wustl.edu/people/mijeong-mimi-kim/>)  
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### Senior Lecturers

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### Lecturers

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### Professors Emeriti

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**Robert Hegel** (<https://ealc.wustl.edu/people/robert-e-hegel/>)  
PhD, Columbia University

## Degree Requirements

### Master of Arts in East Asian Languages and Cultures

#### Degree Requirements

**1. A minimum of 10 courses (30 units)**, chosen in consultation with the advisor, to include the following:

- At least one course in theory or methodology, chosen in consultation with the advisor. Examples include Global Asias, Introduction to Comparative Literature, Film Theory, Advanced Moving Image Analysis, Feminist Literary and Cultural Theory, and Modeling Cultural Systems.
- Language study. Students must achieve third-year competence in one East Asian language (Chinese, Japanese or Korean) by the end of the program. Students who place out of third-year course work via the placement exam or who attain that level after the first year in the program are expected to continue with fourth-year, fifth-year, and/

or classical language. Students who place beyond these levels or who are native speakers are encouraged to take up study of a second East Asian language. No more than four semester-long courses in language may count toward the 10 required courses. Note that courses numbered below the 500/5000 level (i.e., first- and second-level courses) must be taken as an overload.

- At least two courses outside of the country of specialization or that involve the comparative treatment of more than one East Asian culture.
- At least two courses focused on the modern era and at least two courses focused on the premodern era.

## 2. One of the following:

- Students who plan to continue their academic training at the PhD level should complete a master's essay or a master's thesis:
  - *Master's essay.* The essay will be based on a research paper written for one of the student's AM courses. Students will be expected to revise the paper in consultation with their advisor, lengthening the paper to provide appropriate context and explanation but also tightening, where necessary, to offer an incisive, analytical exploration of the topic. Essays should range from 8,000 to 10,000 words (34 to 40 pages). Students who elect this option may choose to register for 3 units of EALC 596 Guided Readings in East Asian Languages and Cultures and will graduate "Masters without thesis." Each student will assemble a committee of three faculty members who will read the essay; the student will meet with the committee for a short oral defense of the essay.
  - *Master's thesis.* This option allows students to complete a longer master's thesis under the direction of a thesis advisor. The thesis must be based on original research in an area of interest. It generally runs at least 50 pages in length, and it must utilize sources in the relevant East Asian language. Upon completion of the thesis, students sit for a defense with three to four faculty members, chosen in consultation with the thesis advisor. Students who elect this option may choose to register for 3 units of EALC 591 Thesis Research and will graduate "Masters with thesis." Students writing a thesis must complete and return to the EALC office the Notice of Title, Scope, and Procedure form six months in advance of the intended graduation date.
- Students who do not plan to continue their academic training at the PhD level complete a comprehensive written examination focusing on two major areas to be determined by an advisory committee comprised of at least three faculty members. The examination is administered near the end of the candidate's term of study and followed by a short oral examination in which the student discusses the written examination with the advisory committee.

## PhD in East Asian Languages and Cultures

### Degree Requirements

#### Program length: Six years

The EALC doctoral program combines the study of Chinese, Japanese or Korean literature and cultural history as its major component courses in two minor fields: in literary theory and critical methodology, in studies in one or more other disciplines, or in a second East Asian literature and/or culture. All students will have a range of teaching experiences as part of their professional training with extensive hands-on instruction in pedagogical methodologies. Some students may have the opportunity to teach in related programs outside the department as well.

**1. Course requirements.** All PhD candidates must complete a minimum of 12 graduate-level courses selected to yield a broad and deep familiarity with the literary and cultural history of the country of specialization and a secondary area (or areas) of concentration.

For the EALC degree, the 12 courses must include the following:

- At least two courses in literary and cultural theory, methodology, and pedagogy to be determined in consultation with the advisor
- Two courses in the literary and cultural traditions of a second East Asian culture
- For students focused on modern literature and culture, two courses focused on premodern East Asia, among which at least one must be in the major country. Students focused on premodern literature and culture must take at least two courses focused on modern East Asia.
- Two East Asia-focused courses offered through other departments and programs. Students may either concentrate on one discipline for their secondary area or take courses from several areas to broaden their expertise.

Beyond these requirements, students may take up to three additional courses to fulfill requirements for a certificate or to supplement their training. Language courses will not count toward the 12 required courses.

**2. Language requirements.** All PhD students must demonstrate native or near-native competence in both the language of specialization (Chinese, Japanese or Korean) and English. Course work in premodern forms of the language of specialization may also be required. If it is required for research in the chosen area of specialization, students must achieve proficiency in one or more languages in addition to the language of specialization and English (normally French or German among the European languages or a second East Asian language).

**3. Qualifying evaluation.** The Graduate Committee will conduct a screening of PhD students no later than the end of their second year. By November 15 of their third semester, students will submit a research statement (500 to 800 words) and a writing sample (complete seminar paper). During reading week, they will be expected to give a 10-minute formal presentation to the department faculty. By the end

of the fall semester, primary faculty advisors will submit an evaluative report of progress for each of their advisees. The Graduate Committee will then assess each student's academic performance and either recommend or not recommend advancement. Regardless of the outcome of this assessment, all students meeting the requirements will be recommended for conferral of the AM degree. The second element of this qualifying evaluation assesses the student's progress in their primary language of specialization (Chinese, Japanese or Korean). This evaluation will be waived in the case of native speakers.

**4. Comprehensive examinations.** The PhD comprehensive examinations are intended to test a student's general knowledge as well as their mastery of their area or areas of specialization. Near the end of formal courses, students begin preparing to complete three examinations, which include the following:

- Their major field, generally defined as the modern or premodern literature/culture of China, Japan or Korea
- Two minor fields, defined in consultation with and approved by the student's advisory committee. One minor field may be directly related to the student's dissertation research, but the second must demonstrate greater breadth in terms of period, discipline, or cultural-linguistic area. One of the minor fields may be comparative or theoretical.
- Students who have completed a certificate in Film and Media Studies; Women, Gender, and Sexuality Studies; Data Science in the Humanities; Early Modern Studies; or Translation may, with advisory committee permission, waive one of the minor exams.

In consultation with relevant faculty, students will prepare a comprehensive bibliography prior to each exam.

Students should expect to begin the exams before the start of the sixth semester and to have completed all three no later than the end of the eighth semester.

**5. Dissertation prospectus.** Following the successful completion of the three examinations and prior to starting their fifth year in the program, students will present their dissertation prospectus in a public forum before a panel of relevant faculty. The Research Advisory Committee form must be submitted before the end of the student's third year, and the Title, Scope and Procedure form must also be submitted before the start of the fifth year.

**6. Mentored experiences.** Students will complete eight mentored teaching experiences during their six years in the program. A mentored professional experience may be substituted for one of the eight. Another of the eight may be waived for students conducting research abroad during the academic year.

**7. Dissertation.** Students will complete a doctoral dissertation based on extensive research on a literary or cultural topic that produces new knowledge of publishable quality in the field of East Asian Studies. Dissertation research and writing is usually completed during the last two years of graduate study.

## Joint PhD in East Asian and Comparative Literatures

### Degree Requirements

**Program length:** Six years

This joint doctoral program combines the study of Chinese, Japanese or Korean literature and cultural history as its major component courses in two minor fields: in literary theory and critical methodology, in studies in one or more other disciplines, or in a second East Asian literature and/or culture. All students will have a range of teaching experiences as part of their professional training with extensive hands-on instruction in pedagogical methodologies. Some students may have the opportunity to teach in related programs outside the department as well.

**1. Course requirements.** All PhD candidates must complete a minimum of 12 graduate-level courses selected to yield a broad and deep familiarity with the literary and cultural history of the country of specialization and a secondary area (or areas) of concentration.

For this joint degree, the 12 courses must include the following:

- Four courses in one East Asian literature, including two seminars at the 500/5000 level
- Four courses in a second literature or other field to be determined in consultation with the advisor
- Four courses comprising the Comparative Literature core requirement, including Comp Lit 502 Introduction to Comparative Literature and three additional courses distributed among designated categories

Beyond these requirements, students may take up to three additional courses to fulfill requirements for a certificate or to supplement their training. Language courses will not count toward the 12 required courses.

**2. Language requirements.** All PhD students must demonstrate native or near-native competence in both the language of specialization (Chinese, Japanese or Korean) and English. Course work in premodern forms of the language of specialization may also be required. In addition, for this joint PhD, reading knowledge of a third language on at least the research level is required. Students should select these languages in consultation with their advisory committee.

Competency in the third language must be demonstrated before students defend their dissertation prospectus by doing one of the following:

1. Earning at least a B in a 500/5000-level course that requires the use of the language in which students wish to develop competence. (For example, in the case of a 500/5000-level EALC course taught in English, the student's written work must incorporate research in and/or analysis of material in the original language in which the student seeks to demonstrate competency.)
2. In the case of an East Asian language, placing out of at least the third level of the language in the department's standard placement exam

**3. Qualifying evaluation.** The Graduate Committee will conduct a screening of PhD students no later than the end of their second year. By November 15 of their third semester, students will submit a research statement (500 to 800 words) and a writing sample (complete seminar paper). During reading week, they will be expected to give a 10-minute formal presentation to the department faculty. By the end of the fall semester, primary faculty advisors will submit an evaluative report of progress for each of their advisees. The Graduate Committee will then assess each student's academic performance and either recommend or not recommend advancement. Regardless of the outcome of this assessment, all students meeting the requirements will be recommended for conferral of the AM degree. The second element of this qualifying evaluation assesses the student's progress in their primary language of specialization (Chinese, Japanese or Korean). This evaluation will be waived in the case of native speakers.

**4. Comprehensive examinations.** The PhD comprehensive examinations are intended to test a student's general knowledge as well as mastery of their area or areas of specialization. Near the end of formal courses, students begin preparing to complete three examinations, which include the following:

- Their major field, generally defined as modern or premodern literature/culture of China, Japan or Korea
- Two minor fields, defined in consultation with and approved by the student's advisory committee. One minor field may be directly related to the student's dissertation research, but the second must demonstrate greater breadth in terms of period, discipline, or cultural-linguistic area. One of the minor fields may be comparative or theoretical.
- Students who have completed a certificate in Film and Media Studies; Women, Gender, and Sexuality Studies; Data Science in the Humanities; Early Modern Studies; or Translation may, with advisory committee permission, waive one of the minor exams.

In consultation with relevant faculty, students will prepare a comprehensive bibliography prior to each exam.

Students should expect to begin the exams before the start of the sixth semester and to have completed all three no later than the end of the eighth semester.

**5. Dissertation prospectus.** Following the successful completion of the three examinations and prior to starting their fifth year in the program, students will present their dissertation prospectus in a public forum before a panel of relevant faculty. The Research Advisory Committee form must be submitted before the end of the student's third year, and the Title, Scope and Procedure form must also be submitted before the start of the fifth year.

**6. Mentored experiences.** Students will complete eight mentored teaching experiences during their six years in the program. A mentored professional experience may be substituted for one of the eight. Another of the eight may be waived for students conducting research abroad during the academic year.

**7. Dissertation.** Students will complete a doctoral dissertation based on extensive research on a literary or cultural topic that produces new knowledge of publishable quality in the field of East Asian Studies. Dissertation research and writing is usually completed during the last two years of graduate study. For the joint degree, the dissertation must be of a comparative nature, and the dissertation committee must include at least two Comparative Literature faculty or affiliated faculty.

## Economics

The Department of Economics at Washington University has a strong reputation for preparing high-quality PhD students for academic positions as well as for private- and public-sector jobs. We accept qualified students from any field who possess strong analytical abilities in mathematics and statistics to complete a challenging **Doctor of Philosophy (PhD) degree in Economics**. The department offers students financial support while they remain in good academic standing for the duration of the program length.

The Department of Economics also offers two standalone Master of Arts (AM) programs. The **Accelerated AM in Economics** is available only to qualified Washington University undergraduates. The **AM in Economics** is available to all qualified students from any field. These programs provide students with the analytical background to prepare them for a diverse set of careers, from positions in government, business, and nonprofit organizations to further graduate studies.

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## Faculty

### Chair

**George-Levi Gayle** (<https://economics.wustl.edu/people/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** (<https://economics.wustl.edu/people/francisco-buera/>)

Sam B. Cook Professor of Economics  
PhD, University of Chicago  
Macroeconomics; macroeconomic development

## Endowed Professors

**Costas Azariadis** (<https://economics.wustl.edu/people/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

**Michele Boldrin** (<https://economics.wustl.edu/people/michele-boldrin/>)

Joseph Gibson Hoyt Distinguished Professor in Arts & Sciences  
PhD, University of Rochester  
Economic theory; economic growth; macroeconomics

**Steven Fazzari** (<https://economics.wustl.edu/people/steven-fazzari/>)

Bert A. and Jeanette L. Lynch Distinguished Professor of Economics  
PhD, Stanford University  
Macroeconomics; Keynesian economics; investment and finance

**Limor Golan** (<https://economics.wustl.edu/people/limor-golan/>)

Laurence H. Meyer Professor of Economics  
PhD, University of Wisconsin–Madison  
Labor economics; applied microeconomics; applied econometrics

**Rodolfo Manuelli** (<https://economics.wustl.edu/people/rodolfo-manuelli/>)

James S. McDonnell Distinguished University Professor  
Graduate Admissions Officer  
PhD, University of Minnesota  
Economic growth and development economics; macro and monetary economics

**Werner Ploberger** (<https://economics.wustl.edu/people/werner-ploberger/>)

Thomas H. Eliot Distinguished Professor in Arts & Sciences  
PhD, Vienna University of Technology  
Statistics; econometric methodology; time-series econometrics

**Robert Pollak** (<https://economics.wustl.edu/people/robert-pollak/>)

Hernreich Distinguished Professor of Economics  
PhD, Massachusetts Institute of Technology  
Environmental economics; microeconomics/industrial organization; business and government; political economy

**Yongseok Shin** (<https://economics.wustl.edu/people/yongseok-shin/>)

Douglass C. North Distinguished Professor of Economics  
PhD, Stanford University  
Macroeconomics; economic growth

**Ping Wang** (<https://economics.wustl.edu/people/ping-wang/>)

Seigle Family Professor  
NBER Research Associate  
PhD, University of Rochester  
Growth/development; money/macro; economic theory; spatial/health economics

## Professors

**Gaetano Antinolfi** (<https://economics.wustl.edu/people/gaetano-antinolfi/>)

Weidenbaum Center Research Fellow  
PhD, Cornell University  
Macroeconomics; monetary and international economics

**Marcus Berliant** (<https://economics.wustl.edu/people/marcus-berliant/>)

PhD, University of California, Berkeley  
Public finance; mathematical economics; urban economics

**Ismael Mourifié** (<https://economics.wustl.edu/people/ismael-mourifi%C3%A9/>)

PhD, University of Montréal  
Microeconomics (theory and applications)

**John Nachbar** (<https://economics.wustl.edu/people/john-nachbar/>)

PhD, Harvard University  
Economic theory

**Brian Rogers** (<https://economics.wustl.edu/people/brian-rogers/>)

PhD, California Institute of Technology  
Microeconomic theory, in particular, the fields of network formation, social learning, and applied game theory

**Jonathan Weinstein** (<https://economics.wustl.edu/people/jonathan-weinstein/>)

Director of Graduate Studies  
PhD, Massachusetts Institute of Technology  
Microeconomic theory, game theory

**M. Bumin Yenmez** (<https://economics.wustl.edu/people/m-bumin-yenmez/>)

PhD, Stanford Graduate School of Business  
Microeconomic theory, mechanism and market design, choice theory

## Associate Professors

**Gaurab Aryal** (<https://economics.wustl.edu/people/gaurab-aryal/>)

PhD, Pennsylvania State University  
Industrial organization; empirical industrial organization

**Ana Babus** (<https://economics.wustl.edu/people/ana-babus/>)

PhD, Erasmus University Rotterdam  
Microeconomic theory; finance

**Sukkoo Kim** (<https://economics.wustl.edu/people/sukkoo-kim/>)

PhD, University of California, Los Angeles  
Economic history; urban and regional economics; trade and development

**SangMok Lee** (<https://economics.wustl.edu/people/sangmok-lee/>)

PhD, California Institute of Technology  
Microeconomics

## Assistant Professors

**Ian Fillmore** (<https://economics.wustl.edu/people/ian-fillmore/>)

PhD, University of Chicago  
Intersection of industrial organization, labor economics, and econometrics; economics of education and education markets

**Sanghmitra Gautam** (<https://economics.wustl.edu/people/sanghmitra-gautam/>)

PhD, University College London  
Development economics; applied microeconometrics; public economics

**Andrew Jordan** (<https://sites.google.com/view/andrewjordanecon/home/>)

PhD, University of Chicago  
Labor markets, discrimination, and criminal justice

## Teaching Professor

**Sudeshna Bandyopadhyay** (<http://economics.wustl.edu/people/sudeshna-bandyopadhyay/>)

PhD, University of Maryland

## Senior Lecturer

**Maria Canon** (<https://economics.wustl.edu/people/maria-canon/>)

PhD, University of Rochester

## Lecturer

**Grace J. Yan Johnson** (<http://economics.wustl.edu/people/grace-junhui-yan-johnson/>)

Director of Master's Program  
PhD, Oklahoma State University

## Affiliated Faculty

**Mariagiovanna Baccara** (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=mbaccara>)

PhD, Princeton University

**Scott A. Baker** ([http://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=7283](http://law.wustl.edu/faculty_profiles/profiles.aspx?id=7283))

JD, University of Chicago  
PhD, University of North Carolina at Chapel Hill

**Serdar Birinci** (<https://economics.wustl.edu/people/serdar-birinci/>)

PhD, University of Minnesota

**James Bullard** (<https://economics.wustl.edu/people/james-bullard/>)

PhD, Indiana University

**John Drobak** (<https://law.wustl.edu/faculty-staff-directory/profile/john-n-drobak/>)

JD, Stanford University

**Maximiliano Dvorkin** (<https://economics.wustl.edu/people/maximiliano-dvorkin/>)

PhD, Yale University

**Philip H. Dybvig** (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=Dybvig>)

PhD, Yale University

**Miguel Faria-e-Castro** (<https://economics.wustl.edu/people/miguel-faria-e-castro/>)

PhD, New York University

**Leonard Green** (<http://economics.wustl.edu/people/leonard-green/>)

PhD, State University of New York

**Barton Hamilton** (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=hamiltonb>)

PhD, Stanford University

**Julian Kozlowski** (<https://economics.wustl.edu/people/julian-kozlowski/>)

PhD, New York University

**Oksana Leukhina** (<https://sites.google.com/view/oksanaleukhina/>)

PhD, University of Minnesota

**Glenn MacDonald** (<https://olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=macdonald>)

PhD, University of Rochester

**Fernando Martin** (<https://research.stlouisfed.org/econ/martin/sel/>)

PhD, University of Pennsylvania

**Serdar Ozkan** (<https://economics.wustl.edu/people/serdar-ozkan/>)

PhD, University of Pennsylvania

**Camillo Padoa-Schioppa** (<https://neuroscience.wustl.edu/people/camillo-padoa-schioppa-phd/>)

PhD, Massachusetts Institute of Technology

**Paulia Restrepo-Echavarria** (<https://research.stlouisfed.org/econ/restrepo-echavarria/sel/>)

PhD, University of California, Los Angeles

**Juan Sanchez** (<https://economics.wustl.edu/people/juan-sanchez/>)

PhD, University of Rochester

**Guillaume Vandenbroucke** (<https://research.stlouisfed.org/econ/vandenbroucke/sel/>)

PhD, University of Rochester

**Michael Zdinak** (<https://economics.wustl.edu/people/michael-zdinak/>)

PhD, Washington University in St. Louis

## Professors Emeriti

**Lee K. Benham** (<https://economics.wustl.edu/people/lee-benham/>)

PhD, Stanford University

**David Levine** (<http://www.dklevine.com/>)

John H. Biggs Distinguished Professor Emeritus

PhD, Massachusetts Institute of Technology

**Wilhelm Neufeind** (<https://economics.wustl.edu/people/wilhelm-neufeind/>)

PhD, Universität Bonn

**Robert Parks** (<https://artsci.wustl.edu/faculty-staff/robert-parks/>)

PhD, Purdue University

**Bruce C. Petersen** (<https://economics.wustl.edu/people/bruce-petersen/>)

Bert and Jeanette Lynch Distinguished Professor Emeritus

PhD, Harvard University

## Degree Requirements

### Accelerated AM in Economics

The Department of Economics offers a Five-Year Accelerated Master's Degree to qualified Arts & Sciences undergraduate students at Washington University. More information about the Five-Year Accelerated Master's Degree (<https://economics.wustl.edu/five-year-accelerated-masters-degree/>) program requirements and application process can be found on the department website.

### AM in Economics

This program requires the completion of 30 credits of graduate-level course work, which is equivalent to two to three semesters of enrollment, depending on course load. A grade point average of B (3.0) or better must be maintained in graduate course work. The minimum residence requirement is one full academic year of graduate study.

Information about fundamental courses and electives is available on the Master's Degree Program Structure page (<https://economics.wustl.edu/masters-degree-program-structure/>) of the Department of Economics website.

## PhD in Economics

### General Course Requirements

The PhD in Economics takes five years to complete and requires at least 30 units of 500-level courses with a 3.0 grade point average. Students may transfer up to 24 units of graduate credits completed elsewhere, but they are advised to make such a transfer only after consultation with the director of graduate studies.

Courses taken must include the following:

1. Microeconomic theory and macroeconomic theory: 12 units (Econ 501, Econ 502, Econ 503, Econ 504); and
2. Quantitative methods and econometrics: 9 units (Econ 511, Econ 512, Econ 5161).

## An Ideal Chronology of PhD Study

### Summer Before the First Year (August)

- Mathematics review and statistics review

### Year 1

Core Courses:

| Fall Semester                   | Spring Semester                  |
|---------------------------------|----------------------------------|
| Econ 501 Macroeconomics I       | Econ 502 Macroeconomics II       |
| Econ 503 Microeconomics I       | Econ 504 Microeconomics II       |
| Econ 511 Quantitative Methods I | Econ 512 Quantitative Methods II |
| Econ 5161 Applied Econometrics  |                                  |

### Year 2

- Preliminary exams in late August; retake preliminary exams (if necessary) in January
- Field courses
- Research paper proposal

### Year 3

- Complete research paper
- Field courses
- Dissertation proposal

### Year 4

- Write dissertation
- Prepare and present job market paper

### Year 5

- Enter the job market
- Finish and defend the dissertation

More information on degree requirements may be found on the Department of Economics website (<http://economics.wustl.edu>).

## 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. Further, our departmental theme of “Equalizing Educational Opportunity: Equity, Inclusion, and Success in Classrooms, Schools, and Communities” encapsulates this work.

The Department of Education offers full-time programs for graduates who desire a **Master of Arts in Teaching** (Grades 5-9, 9-12, or K-12), a **Master of Arts in Education** (Grades 1-6), or a **Doctor of Philosophy (PhD) in Education**. In addition, the department offers a **Graduate Certificate Program in Higher Education (GCPHE)** for current Washington University doctoral students.

The teacher certification master programs are ideal for those who want to become public school teachers. Our master programs leading to teacher certification are designed for students who do not have a background in a teacher education program leading to certification. The **Master of Arts in Teaching (MAT)** is for students seeking secondary teacher certification in a specific subject area; the **Master of Arts in Education (MAEd)** is for students seeking elementary teacher certification. In addition, we offer a **4/1 Accelerated AB/MAT Degree Program** for undergraduates at Washington University in St. Louis.

In partnership with the Brown School of Social Work at Washington University in St. Louis, the Department of Education offers three tracks for the **MSW/MAEd** joint degree program. After completing one year in the Brown School toward the MSW, students will spend three semesters in the Department of Education completing one of three tracks: Elementary Teacher Certification, Educational Studies, or Higher Education. Students will then finish their MSW during their final spring semester for a total of 3 years in the joint degree program. See the *Bulletin* page for the MSW/MAEd program and the Brown School website to learn more about the MSW/MAEd program.

The **PhD in Education** is aimed at strengthening and deepening the student's analytical understanding of education in both research and practice. Students working toward a PhD in Education are expected to acquire an understanding of education as a complex social, cultural, moral, and political activity undergirded by a commitment to advancing educational equity and countering the status quo. Students further engage with education as a field of study with rich literature bases and strong ties to disciplinary knowledge, classroom practice, and a variety of technologies. Through the PhD in Education,

students work closely with our faculty who bring special interests and expertise to the examination of educational interactions in such contexts as schools, families, and other cultural institutions. Students are expected to acquire theoretical and empirical expertise in an area of concentration — Educational Policy Studies or Educational Psychology — even as they demonstrate their broader understanding of educational processes and problems. Moreover, students are expected to acquire methodological competence in empirical inquiry and to pursue research questions that are of interest and import for the student individually as well as for a larger educational community. Graduates of the PhD program will be prepared to join the community of professional scholars and educators who contribute to our understanding of the complexity of education.

The **Graduate Certificate Program in Higher Education (GCPHE)** is designed to provide an overview of historical and contemporary issues in higher education for doctoral students who wish to gain a greater understanding of higher education research, policy, assessment, and/or administrative practices. Current Washington University doctoral students who are interested in pursuing the Graduate Certificate in Higher Education may begin taking courses pursuant to the certificate upon entry into the university.

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## Faculty

### Chair

**Andrew Butler** (<https://education.wustl.edu/people/andrew-c-butler/>)

Associate Professor of Education  
PhD, Washington University in St. Louis

### Endowed Professor

**Carol Camp Yeakey** (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor of Arts & Sciences  
PhD, Northwestern University

### Associate Professors

**Rowhea Elmesky** (<https://education.wustl.edu/people/rowhea-elmesky/>)

Director of Graduate Education  
PhD, Florida State University

**Michelle Purdy** (<https://education.wustl.edu/people/michelle-purdy/>)

Director, Undergraduate Program in Educational Studies  
Director of Academic Planning  
PhD, Emory University

## Assistant Professors

**Ebony Duncan-Shippy** (<https://education.wustl.edu/people/ebony-m-duncan-shippy/>)

PhD, Vanderbilt University

**Nadirah Farah Foley** (<https://education.wustl.edu/people/nadirah-farah-foley/>)

PhD, Harvard University

**Bronwyn Nichols Lodato** (<https://education.wustl.edu/people/bronwyn-nichols-lodato/>)

PhD, University of Chicago

**Christopher Rozek** (<https://education.wustl.edu/people/christopher-rozek/>)

PhD, University of Wisconsin, Madison

## Lecturers

**Kerri Fair** (<https://education.wustl.edu/people/kerri-fair/>)

EdD, Webster University

**Lisa Gilbert** (<https://education.wustl.edu/people/lisa-gilbert/>)

PhD, Saint Louis University

**Aurora Kamimura** (<https://education.wustl.edu/people/aurora-kamimura/>)

PhD, University of Michigan, Ann Arbor

**Lyndsie Schultz** (<https://education.wustl.edu/people/lyndsie-schultz/>)

PhD, Washington University in St. Louis

## Affiliate Faculty

**John Baugh** (<https://education.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences

PhD, University of Pennsylvania

**Cindy Brantmeier** (<https://education.wustl.edu/people/cindy-brantmeier-1/>)

PhD, Indiana University, Bloomington

**Allison King** (<https://www.ot.wustl.edu/about/our-people/allison-king-48/>)

MD, University of Missouri School of Medicine, Columbia

**Mark A. McDaniel** (<https://education.wustl.edu/people/mark-mcdaniel/>)

PhD, University of Colorado

**Mike Strube** (<https://education.wustl.edu/people/michael-strube/>)

PhD, University of Utah

**Rebecca Treiman** (<https://education.wustl.edu/people/rebecca-treiman/>)

Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences

PhD, University of Pennsylvania

**James V. Wertsch** (<https://education.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor

PhD, University of Chicago

## Staff

**Michele Augustin** (<https://education.wustl.edu/people/michele-augustin/>)

Director, Teacher Education and Academic Services

EdD, EdS, Missouri Baptist University

**Jessica Bockskopf** (<https://education.wustl.edu/people/jessica-bockskopf/>)

Field Placement Specialist

EdD, Maryville University

**Mark Hogrebe** (<https://education.wustl.edu/people/mark-hogrebe/>)

Educational Research, Statistician

PhD, University of Georgia

**Judith H. Joerding** (<https://education.wustl.edu/people/judith-h-joerding/>)

Kappa Delta Pi Advisor

EdD, Saint Louis University

**Alyssa McDonald** (<https://education.wustl.edu/people/alyssa-mcdonald/>)

Student Services Coordinator

MEd, Middle Tennessee State University

**Mel Nicolas** (<https://education.wustl.edu/people/mel-nicolas/>)

Administrative Coordinator, Faculty Support

BS, Missouri Southern State University

## Degree Requirements

### Master of Arts in Education

The Master of Arts in Education (MAEd) program for students seeking elementary teacher certification in grades 1-6 requires 48 credit units of professional education courses, including 8 credit units of student teaching during the final semester. The courses are typically completed in three semesters, with one summer course after the spring semester of the program.

- The first fall semester consists of foundation courses in education, including educational psychology and teaching reading courses.
- Spring includes the curriculum and instruction block, which involves courses in the basic subject areas as well as a field seminar requiring 50 hours of classroom experience.
- Summer consists of a course in the education and psychology of exceptional children.

- The second fall semester, which is the final semester of the program, includes 16 weeks of student teaching as well as courses for reading and creating a teaching portfolio. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for elementary education grades 1 through 6. States all have their own unique requirements for teacher certification, but many have reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet some additional state requirements, but for most states, transferring teacher certification is fairly straightforward.

## Master of Arts in Teaching

The Master of Arts in Teaching program for students seeking secondary teacher certification requires at least 36 units of professional education courses in addition to 12 graduate credit units in their teaching subject area during semesters when their schedules allow. The courses are typically completed in four semesters.

- The first fall semester includes professional education courses in adolescent development and a foundations of education course, along with appropriate courses in the content area.
- The second semester includes educational psychology courses with 30 clock-hours of classroom experience and appropriate content area courses.
- The third semester includes a field experience seminar requiring 50 clock-hours of classroom experience, a 2-unit Curriculum and Instruction for Secondary Education course in addition to a lab associated with the chosen content area, a reading intervention course, and a content area course, if necessary.
- The final (fourth) semester consists of 16 weeks of student teaching (8 credit units) as well as courses for reading in the content area and a teaching-learning process course. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for their selected subject area. States all have their own unique requirements for teacher certification, but many have reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet some additional state requirements, but for most states, transferring teacher certification is fairly straightforward.

Students may be certified in the following content areas:

- *For grades 5 through 9:* Language Arts, Mathematics, Science, Social Science
- *For grades 9 through 12:* Biology, Chemistry, Earth Science, English, Physics, Mathematics, Social Science (including history, political science, economics, geography, and behavioral sciences such as psychology, sociology, and anthropology)
- *For grades K through 12:* Art, Dance, World Language (Latin, Chinese, French, German, Japanese, Russian, Spanish)

Students must fulfill specific content area requirements through either undergraduate course work and/or the 12 credit units of subject area graduate courses required for the Master of Arts in Teaching program. It is strongly suggested that students apply for a subject in which they have completed (or will complete) a bachelor's degree (or earned the equivalent to an undergraduate major).

## Accelerated AB/MAT Program

The Accelerated AB/MAT Program allows qualified Washington University undergraduates to complete a Master of Arts in Teaching (MAT) degree in one year after completing the AB degree. The undergraduate and graduate degrees are awarded sequentially, if approved, with admission to the master's degree program in the fall semester following the completion of the undergraduate degree. 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.

To qualify for the AB/MAT program, undergraduate students must have completed 30 to 36 credit units of content area courses (content areas listed below) with at least 12 credit units taken at the 500/5000 level. In addition, as undergraduates, students will need to take 10 credits of professional education courses (Educ 313B, Educ 408, Educ 4052, Educ 4053) and a 3-credit foundations of education course (Educ 301C, Educ 453B, Educ 459F, Educ 462, or Educ 481W) prior to the fifth year. The accelerated program allows Washington University undergraduates to complete an MAT degree in one academic year by applying up to 16 credit units taken as an undergraduate at the 500/5000 level or above.

- The first semester of the MAT includes a field experience seminar requiring 50 clock-hours of classroom experience, a 2-unit Curriculum and Instruction for Secondary Education course in addition to a lab associated with the chosen content area, a reading intervention course, and a content area course, if necessary.
- The second semester consists of 16 weeks of student teaching (8 credit units) as well as courses for reading in the content area and a teaching-learning process course. Given the intensity of the academic requirements during this final semester of study, students must focus wholly on their culminating field experience and will not be able to accept outside employment or register for any additional course work.

After students successfully complete the program and the state-mandated certification assessments, they are eligible for initial teacher certification in Missouri for their selected subject area. States all have their own unique requirements for teacher certification, but many have

reciprocity agreements to allow currently certified teachers to transfer their teaching credentials to a new state. Teachers may have to meet additional state requirements, but for most states, transferring teaching certification is fairly straightforward.

Students may be certified in the following content areas:

- *For grades 5 through 9:* Language Arts, Mathematics, Science, Social Science
- *For grades 9 through 12:* Biology, Chemistry, Earth Science, English, Physics, Mathematics, Social Science (including history, political science, economics, geography, and behavioral sciences such as psychology, sociology, and anthropology)
- *For grades K through 12:* Art, Dance, World Language (Latin, Chinese, French, German, Japanese, Russian, Spanish)

It is strongly suggested that students apply for a subject in which they have completed (or will complete) a bachelor's degree (or earned the credits equivalent to an undergraduate major).

## Doctor of Philosophy in Education

Our doctoral program is a six-year program that provides two main concentration pathways of study: Educational Policy Studies and Educational Psychology. Students work closely with their mentor(s) to develop expertise in their area of interest, and this research training is supplemented by required course work in methodology and the history of education. Additional course work may be undertaken as needed. Required and elective courses provide students with a broad understanding of scholarship and research in education. Many courses have fieldwork and research components, and they are designed to prepare students for meeting the qualifying examination requirements and for dissertation research and writing. By the third year, students should be completing their courses and submitting a qualifying portfolio of written work before entering the dissertation phase of the program. Students must have a dissertation proposal approved, generally by the fourth year, before they continue with the bulk of their research and writing for the dissertation. A dissertation is then completed and defended, usually by the end of the sixth year of study. Integrating teaching and research with scholarly development involves the doctoral candidate in the central responsibilities of the professional educator. An advantage of a small department within Arts & Sciences is that students have multiple opportunities to work closely with many of the faculty in the department. In addition, the university offers a climate that supports interdisciplinary conversations across schools, departments and programs. As Department of Education faculty, we encourage students to pursue learning experiences and contacts with faculty in other programs. Students encounter a diversity of disciplinary perspectives within and outside of the Department of Education so that they may acquire a broad understanding of the field.

## Graduate Certificate in Higher Education

Doctoral students interested in pursuing a Graduate Certificate in Higher Education must take a total of either four courses (12 total credit units) **or** three courses (9 total credit units) and engage in a 3-credit-unit Mentored Experience in Higher Education (MEHE) through the Department of Education. Students will complete only one course from each of the following course groupings until their 9- or 12-credit-unit requirement has been met: (1) Foundations of Education, Assessment, and Evaluation; (2) Diversity and Inclusion in Education; and (3) Critical Issues in Higher Education. Students may elect to take a further course in Critical Issues in Higher Education or to enroll in an MEHE. To enroll in an MEHE, the student consults with the practicum supervisor, and then the MEHE must be approved by the director of graduate studies in the Department of Education.

## English

The Department of English offers the degrees of **Master of Arts (AM) and Doctor of Philosophy (PhD) in English and American Literature** and **Doctor of Philosophy (PhD) in English and Comparative Literature**. Candidates for admission apply to the PhD program; we do not accept students for a standalone AM. The PhD is a six-year program.

The graduate program in English and American literature at Washington University in St. Louis is innovative, approachably sized and generously funded, with all incoming students receiving full tuition scholarships plus university fellowships. Our faculty includes Guggenheim Fellows, winners of the National Book Critics Circle Award and members of the American Academy of Arts and Sciences. As a participant in the Carnegie Initiative on the Doctorate, we exemplify an integrated community of scholars and writers, and we are home to one of the top ten MFA programs in the United States. We sponsor multiple reading groups, regular faculty and student colloquia, and an extensive lecture series. The Hurst Visiting Professorship brings eight or more distinguished creative and critical voices to the department each year. Recent Hurst Professors have included Jerome McGann, Jed Esty, Charles Altieri, Carla Kaplan, Michael Wood, James Longenbach, Peter Coviello, Daniel Vitkus, Rita Felski and Rita Copeland. These professors present public talks, and they also lead small workshops open only to graduate students.

Our program is rooted in the materials of literary history, from medieval to post-postmodern times, and we embrace the importance of interdisciplinarity. We believe that intellectual community is fostered by concrete working relationships between professors and students, and we offer collaborative teaching opportunities with experienced faculty. Graduate students in good standing can expect six years of full funding in all.

|          |   |
|----------|---|
| Contact: | Rhiannon Amato  |
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| Email:   | amator@wustl.edu  |
| Website: | <a href="http://english.artsci.wustl.edu/graduate">http://english.artsci.wustl.edu/graduate</a> |

## Faculty

### Chair

**Abram Van Engen** (<https://english.wustl.edu/people/abram-van-engen/>)

PhD, Northwestern University

### Endowed Professors

**Gerald L. Early** (<https://english.wustl.edu/people/gerald-early/>)

Merle Kling Professor of Modern Letters

PhD, Cornell University

**Vincent Sherry** (<https://english.wustl.edu/people/vincent-sherry/>)

Howard Nemerov Professor in the Humanities

PhD, University of Toronto

### Professors

**Mary Jo Bang** (<https://english.wustl.edu/people/mary-jo-bang/>)

MFA, Columbia University

**Joseph Loewenstein** (<https://english.wustl.edu/people/joe-loewenstein/>)

PhD, Yale University

**William J. Maxwell** (<https://english.wustl.edu/people/william-j-maxwell/>)

PhD, Duke University

**Anca Parvulescu** (<https://english.wustl.edu/people/anca-parvulescu/>)

PhD, University of Minnesota

**Carl Phillips** (<https://english.wustl.edu/people/carl-phillips/>)

MA, Boston University

**Wolfram Schmidgen** (<https://english.wustl.edu/people/wolfram-schmidgen/>)

PhD, University of Chicago

**Rafia Zafar** (<https://english.wustl.edu/people/rafia-zafar/>)

PhD, Harvard University

### Associate Professors

**Guinn Batten** (<https://english.wustl.edu/people/guinn-batten/>)

PhD, Duke University

**J. Dillon Brown** (<https://english.wustl.edu/people/j-dillon-brown/>)

PhD, University of Pennsylvania

**Danielle Dutton** (<https://english.wustl.edu/people/danielle-dutton/>)

PhD, University of Denver

**William McKelvy** (<https://english.wustl.edu/people/william-mckelvy/>)

PhD, University of Virginia

**Edward McPherson** (<https://english.wustl.edu/people/edward-mcpherson/>)

MFA, University of Minnesota–Twin Cities

**Melanie Micir** (<https://english.wustl.edu/people/melanie-micir/>)

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**Jessica Rosenfeld** (<https://english.wustl.edu/people/jessica-rosenfeld/>)

PhD, University of Pennsylvania

**Julia Walker** (<https://english.wustl.edu/people/julia-walker/>)

PhD, Duke University

### Assistant Professors

**Ama Bemma Adwetewa-Badu** (<https://english.wustl.edu/people/ama-bemma-adwetewa-badu/>)

PhD, Cornell University

**G'Ra Asim** (<https://english.wustl.edu/people/gra-asim/>)

MFA, Columbia University

**Chris Eng** (<https://english.wustl.edu/people/chris-eng/>)

PhD, City University of New York

**Gabi Kirilloff** (<https://english.wustl.edu/people/gabrielle-kirilloff/>)

PhD, University of Nebraska–Lincoln

**Sarah Weston**

PhD, Yale University

### Teaching Professors

**Jennifer Arch** (<https://english.wustl.edu/people/jennifer-arch/>)

PhD, Washington University

**Amy Pawl** (<https://english.wustl.edu/people/amy-pawl/>)

PhD, University of California, Berkeley

### Senior Lecturers

**Bethany Daniels** (<https://english.wustl.edu/people/bethany-daniels/>)

MA, University of Missouri–St. Louis

**Erin Finneran** (<https://english.wustl.edu/people/erin-finneran/>)

PhD, Washington University

**Phil Maciak** (<https://english.wustl.edu/people/phillip-maciak/>)

PhD, University of Pennsylvania

**Heather McPherson** (<https://english.wustl.edu/people/heather-mcpherson/>)

MFA, University of Minnesota Twin Cities

**Stephanie Pippin** (<https://english.wustl.edu/people/stephanie-pippin/>)

MFA, Washington University

**Martin Riker** (<https://english.wustl.edu/people/martin-riker/>)  
PhD, University of Denver

## Writers-in-Residence

**Kathryn Davis** (<https://english.wustl.edu/people/kathryn-davis/>)  
BA, Goddard University

**Kathleen Finneran** (<https://english.wustl.edu/people/kathleen-finneran/>)  
BA, Washington University

**Niki Herd** (<https://english.wustl.edu/people/niki-herd/>)  
PhD, University of Houston

**Marshall Klimasewski** (<https://english.wustl.edu/people/marshall-klimasewski/>)  
MFA, Bowling Green State University

## Director of Creative Writing Program

**David Schuman** (<https://english.wustl.edu/people/david-schuman/>)  
MFA, Washington University

## Professors Emeriti

**Miriam Bailin**  
PhD, University of California, Berkeley

**Wayne Fields**  
Lynne Cooper Harvey Chair Emeritus in English  
PhD, University of Chicago

**David Lawton**  
FAAH, PhD, University of York

**Naomi Lebowitz** (<https://complit.wustl.edu/people/naomi-lebowitz/>)  
PhD, Washington University

**Robert Milder** (<https://english.wustl.edu/people/robert-milder/>)  
PhD, Harvard University

**Vivian Pollak**  
PhD, Brandeis University

**Carter C. Revard**  
PhD, Yale University

**Richard Ruland**  
PhD, University of Michigan

**Daniel Shea**  
PhD, Stanford University

**Gary Wihl**  
PhD, Yale University

**Steven Zwicker**  
PhD, Brown University

## Degree Requirements

### PhD in English and American Literature or English and Comparative Literature

The AM/PhD program in English at Washington University in St. Louis is a six-year course of study leading to a doctorate in English and American Literature or in English and Comparative Literature. All English graduate students take a minimum of 12 elective 3-credit courses at the 400 or 500 level, along with two compulsory classes: Introduction to Graduate Study and Practicum in the Teaching of Composition. Aside from these two classes, there are no specific course requirements, although students must take at least two courses in historical periods before 1780 (not in the same period) and at least two in historical periods after 1780 (again, not in the same period).

For students entering in the fall semester of 2014 and after, at least six of the 12 elective courses must be 500-level, graduate-only seminars; four such 500-level seminars must be taken by students who entered in the fall of 2013 or before. Students are encouraged to enroll in courses of special interest in other departments or programs, whether or not they are cross-listed with the English department; however, at least eight of their 12 electives must be home-based English courses, including (save in exceptional cases) at least six of their seminars.

The English department requires a minimum of competency in one foreign language, ancient or modern, for all doctoral candidates. "Competency" is understood as a basic comprehension of the grammar, structure and core vocabulary of a language. Native speakers of another language or students who have had two full years of undergraduate language study with a grade average of B+ or better will be considered to have satisfied the competency requirement. Other students may demonstrate competency either by taking an introductory reading course designed for graduate students or by passing a translation exam administered by the appropriate language department.

It is assumed that all entering graduate students are aiming for the PhD; the English department does not admit students aiming for a terminal AM degree. The AM is awarded during the course of study when a student has completed 36 credit units, usually at the end of the second year. To satisfy the Office of Graduate Studies, Arts & Sciences, requirement of demonstrated excellence, candidates for the AM may also be asked to submit a graded seminar essay (or the equivalent) for review by the English Graduate Committee.

Students entering the program with a master's degree in hand normally follow the standard first-year curriculum. At the end of their third semester, the director of graduate studies will review their AM credits taken elsewhere and determine how many credits (normally a limit of 9-12) may be applied toward the PhD at Washington University. Although students receiving transfer credit may be able to complete the PhD in fewer than six years, it is to their advantage to enter the program as first-year students, since this ensures them four full semesters of study without teaching responsibilities. If, after three semesters and the review of transfer credit, the director of graduate studies determines

that the student has fulfilled the course requirements for the PhD, the student may elect not to take classes in semester four and instead to begin major field reading instead; their 6 credits of major field preparation during semester four will complete the requirements for the Washington University AM degree.

Students who wish to receive the combined PhD degree in English and Comparative Literature (<https://english.wustl.edu/phd-requirements/#anchor-group-10759>) may do so by fulfilling the English department's requirements for combined degrees. More information about the combined degree may be found on the departmental website.

During the first seven semesters, credits are earned by taking courses, independent study and directed reading. More precisely, students complete 13 courses (39 credits) total across years one and two; the Practicum in Teaching (3 credits) in the fall of year three; 6 credits of directed reading in the spring of year three; and 6 credits of directed reading in the fall of year four.

## Film and Media Studies

The program in Film and Media Studies (FMS) provides students who are interested in the history, criticism and theories of moving-image-based visual culture from the 19th through the 21st centuries an opportunity to extend their formal intellectual development and to explore film and electronic media as evolving global phenomena. The **certificate** and the **master's degree in FMS** advance a student's scholarly understanding of all forms of the moving image and their artistic, cultural, industrial, philosophical, political and social implications.

The certificate is by application and is open to PhD students in other academic units. It consists of 15 course units in FMS; 6 units of the certificate may be counted in the student's PhD requirements. The master's degree emphasizes multiple approaches of academic study that may lead to curating, researching, teaching and other professional activities centered on film and other moving image media.

Students already enrolled at Washington University with a major in FMS may wish to consider the master's program as part of an accelerated AB/Master's option. Washington University students who are admitted in the combined AB/Master's program may have up to 9 units of FMS course credit at the 400 level considered for application to the Master of Arts (AM) degree requirements. Students who are currently enrolled as undergraduates at Washington University and who are seeking the combined AB/Master's degree should use the standard application form of the Office of Graduate Studies, Arts & Sciences, to apply.

Students applying to the FMS master's program from outside of the university should follow the standard application procedures of the Office of Graduate Studies, Arts & Sciences (available on the Application Process (<https://gradstudies.artsci.wustl.edu/application-process/>) webpage). Graduate Record Exam scores that indicate an aptitude for graduate study are required, and applicants will also need to supply strong letters of recommendation from three instructors who can speak to the applicant's academic skills relevant to graduate study in FMS. Applicants who have completed an undergraduate degree and who show outstanding promise in writing about film and media but who do not have a formal background in film/media studies may also be

admitted. All applicants to the master's program in FMS should have a strong academic foundation in critical writing and thinking. At least one writing sample of no less than 3,000 words is required, and the applicant must also compose a letter of approximately 500 words describing their interest in FMS and how their intellectual background has prepared them for graduate study in FMS.

All applicants to the certificate, AB/Master's, and master's degree programs in FMS are welcome to consult with the director of graduate studies about the application process.

|          |   |
|----------|---|
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| Website: | <a href="https://fms.wustl.edu/graduate">https://fms.wustl.edu/graduate</a> |

## Faculty

### Director

**Ian Bogost** (<https://fms.wustl.edu/people/ian-bogost/>)

Barbara and David Thomas Distinguished Professor  
PhD, University of California, Los Angeles

### Endowed Professor

**Gaylyn Studlar** (<https://fms.wustl.edu/people/gaylyn-studlar/>)

David May Distinguished Professor in the Humanities  
PhD, University of Southern California

### Associate Professors

**Colin Burnett** (<https://fms.wustl.edu/people/colin-burnett/>)

PhD, University of Wisconsin-Madison

**Diane Wei Lewis** (<https://fms.wustl.edu/people/diane-wei-lewis/>)

PhD, University of Chicago

### Assistant Professors

**Jianqing Chen** (<https://fms.wustl.edu/people/jianqing-chen/>)

PhD, University of California, Berkeley

**Reem Hilu** (<https://fms.wustl.edu/people/reem-hilu/>)

PhD, Northwestern University

**Raven Maragh-Lloyd** (<https://fms.wustl.edu/people/raven-maragh-lloyd/>)

PhD, University of Iowa

**John Powers** (<https://fms.wustl.edu/people/john-powers/>)

PhD, University of Wisconsin-Madison

### Senior Lecturers

**Richard Chapman** (<https://fms.wustl.edu/people/richard-chapman/>)

**Deirdre Maitre** (<https://fms.wustl.edu/people/deirdre-maitre/>)

## Emeritus Professor

**William Paul** (<https://fms.wustl.edu/people/william-paul/>)  
PhD, Columbia University

## Degree Requirements

### Graduate Certificate in Film and Media Studies

**Required courses for the graduate certificate:** 15 units

#### Core Courses (9 units):

- Film 5501 Advanced Moving Image Analysis and Criticism (3 units)
- L53 Film 5421 Film Historiography (3 units)
- One of the following theory courses (3 units):
  - Film 5419 Theories of Mass Media (3 units)
  - Film 5420 Film Theory (3 units)
  - Film 5450 American Film Genres (3 units) (genre theory)
  - Any 5000-level course in film or electronic media theory (3 units)

Certificate students also have two electives (6 units) that must be taken at the 5000 level and developed in an advising plan, subject to the approval of the Film and Media Studies (FMS) advisor and the director of graduate studies (DGS) of the student's home unit.

#### Two Electives (6 units):

Each 3-unit elective course in FMS must be at the 5000 level or higher.

Electives may be courses that originate in FMS, that are cross-listed with FMS, or that are offered in another unit and approved by the student's FMS advisor.

A student may choose to take one independent study of 3 units (Film 5000) with an FMS faculty member as an elective. This independent study should relate to a specialized topic mutually agreed upon by the student, their FMS advisor, and the chair of the graduate certificate program. Although students are expected to benefit from elective courses offered by FMS core and affiliated faculty, they may take other film-related courses offered by other departments and by faculty not affiliated with FMS. To be included in the graduate certificate courses, classes that fall within this category require approval by the student's advisor in FMS and their home unit's DGS.

## Master of Arts in Film and Media Studies

### Course of Study

Students must fulfill the general requirements for the Master of Arts (AM) degree (p. 35) as set forth in this *Bulletin* by the Office of Graduate Studies, Arts & Sciences. In addition, AM candidates must take the course of study described below, which consists of 36 units of credit and a comprehensive examination.

There is one course of study for the AM in FMS. There is no thesis option for this degree. Students complete 36 semester units (12 courses) defined by the three areas listed below. During their final semester of courses, students complete a comprehensive written examination and meet with the examining committee for an oral defense. The examining committee will consist of the DGS, the student's advisor, and one other faculty member who is either core or affiliated with FMS. These exams are based on reading and screening lists as well as on courses. The student must meet expectations for broad knowledge of the field appropriate for a master's degree student in the humanities. Normally, if the student expects a May graduation date, they must complete the examinations earlier in the spring semester. All courses should be completed by the end of the semester in which the examination is scheduled.

Students should consult with the DGS during their first semester in the program to obtain the master's students' reading and screening list, and they should also consult regularly with their advisors. Students entering the program from outside the university should expect to take two years to finish the master's degree if they take 9 units per semester; it may take less time if they take more units per semester.

### Area I: Required Courses (15 units total)

The requirements for Area I may be fulfilled through the following courses:

- **Visual Analysis**  
Film 5501 Advanced Moving Image Analysis and Criticism
- **Moving Image Theory**  
Film 5419 Theories of Mass Media **or** Film 5420 Film Theory **or** L53 Film 5502 Seminar in Film and Media Theory (rotating topics)
- **Historiography of the Moving Image**  
L53 Film 5421 Film Historiography **or** Film 5423 Histories of Media Convergence
- **Television & Digital Studies**  
Any 5000-level FMS course in television or electronic media
- **Cinema and Television Beyond the United States**  
Any 5000-level national, regional or transnational cinema or television studies course offered in FMS

## Area II: Electives (18 units)

In addition, during their matriculation, students must take 18 units of credit at the 5000 level to satisfy electives for the master's in FMS. When choosing electives, students may select any 5000-level FMS course not used to fulfill the requirements of Area I. In addition, students may select up to 6 units of Film 5000 Independent Study, which involves study in an area of film and media that is not ordinarily covered by regular course offerings. Any instance of Film 5000 Independent Study must be approved by the DGS. With permission of the DGS, students may also satisfy up to 6 units of elective requirements by taking courses at the 5000 level offered through other departments or programs that are relevant to the FMS degree's intellectual focus.

## Area III: Practicum in Film and Media Studies

Students must complete one course (3 units) that consists of professional experience that brings to bear academic knowledge and skills associated with the study of FMS. Every student presents a written proposal/plan to the DGS and to the faculty mentor/advisor they select for their practicum. Both faculty must approve the plan.

The practicum may take a number of forms, but in every case, the experience must be planned in a way that contributes to the student's professional development. It might consist of curating films for a screening or mini-festival accompanied by screening notes, a website, or other forms of writing that enhance the academic value of the event. The student might organize a scholarly symposium or lecture to further the understanding of a particular aspect of the moving image at Washington University. The practicum may also consist of archival or curatorial work in film, television or other forms of the moving image (e.g., digital art) at an archive, a museum or another nonprofit organization (e.g., a film festival) where the student will have an on-site supervisor.

Students interested in combining primary research with their development as a "public intellectual" might write a book proposal and develop a bibliography in anticipation of writing a book. Alternatively, they may develop a website with consistent and significant critical, historical or theoretical usefulness to those interested in film and media studies, such as one that offers critical analyses of current films or bibliographic information addressing one area of research in the field. The practicum student might participate in other activities related to moving image exhibition, archival preservation or grant application writing. The practicum may also be oriented toward teaching, with the creation of a course syllabus and sample lectures delivered by the graduate student in a venue organized by faculty.

Students may initiate other projects, but any practicum requires a faculty mentor and, in circumstances in which there is a collaborating organization, a letter of endorsement of the practicum from the student's on-site supervisor at the organization. This supervisor will also provide a letter upon completion of the practicum detailing the student's work and its quality. The faculty advisor will award the grade for the practicum.

## Germanic Languages and Literatures

The Department of Germanic Languages and Literatures offers a comprehensive program in the language, literature and culture — past and present — of Germany and German-speaking countries. Our faculty pursue a multiplicity of approaches in their research and offer seminars (<https://german.wustl.edu/recent-seminars/>) that provide a healthy balance of theory and the history of German literature and culture. The department offers numerous opportunities for interdisciplinary study (<https://german.wustl.edu/interdisciplinary-certificates/>), including a one-of-a-kind joint PhD program with Comparative Literature (p. 59) and an innovative certificate program that gives students the option of developing an expertise in one of seven associated fields.

Both faculty and students teach and do research in a wide range of related disciplines, including art history; comparative literature; digital humanities; European studies; film and media studies; higher education administration; Jewish studies; Medieval and Renaissance studies; religious studies; and women, gender, and sexuality studies.

We consider international exchange to be a crucial component of graduate education. We have a long-standing relationship with the University of Cologne that brings students to St. Louis to study and teach alongside the PhD students in our program, and our PhD students often pursue research at universities throughout the German-speaking world. Exchange is further facilitated by the Max Kade Center (<http://german.wustl.edu/max-kade-center/>), which, in addition to numerous other activities, plays host each spring to a writer- and a critic-in-residence.

Departmental faculty are known across campus and across the discipline for their close mentoring of graduate students, who are integrated into the department through their participation in numerous activities, from the graduate student symposium and the department's biennial international symposium (<https://german.wustl.edu/biennial-symposium/>) to outreach programs like German Day. We also give close attention to instructor development through our unique pedagogy internships, through recurring workshops, and through a classroom mentoring program that ensures that all assistants in instruction receive feedback and advice from a large number of faculty members. Graduate students have the opportunity to teach in our undergraduate German program at all levels, in both German and English, and many also have a chance to teach courses or sections in other programs.

The combination of our extremely competitive funding packages and the low cost of living in St. Louis ensures that students have the resources they need to stay focused on their academic work. As a consequence, our graduate students not only produce first-rate dissertations (<https://german.wustl.edu/recent-dissertations/>), they also go on to accept positions at top universities and liberal arts colleges across the country.

Their success is facilitated by the outstanding research collections available at the Washington University library (<http://library.wustl.edu/>), including the Mike Lützel Contemporary German Literature Collection (<https://libguides.wustl.edu/contemporarygermanliteraturecollection/>) and the Suhrkamp/Insel Collection (<http://libguides.wustl.edu/c.php>)

g=47129&p=302734). Other resources include the Gontard Collection (18th to 20th centuries) in the Rare Book Collection of Olin Library, the internationally famous Reformation Collection at Concordia Seminary, and the Vatican Manuscript Collection at Saint Louis University. In addition, the Saint Louis Art Museum (<http://www.slam.org/>) and the Washington University Mildred Lane Kemper Art Museum (<http://kemperartmuseum.wustl.edu/>) have extensive holdings in German expressionist and contemporary art.

For questions about the graduate application process, please visit the Graduate Admissions page (<https://german.wustl.edu/graduate-application-and-admissions/>) of the Department of Germanic Languages and Literatures website.

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## Faculty

### Chair

**Lynne Tatlock** (<https://german.wustl.edu/people/lynne-tatlock/>)  
Hortense and Tobias Lewin Distinguished Professor in the Humanities  
Director, Comparative Literature  
PhD, Indiana University  
17th-, 19th- and 20th-century novel and book history; gender; nationalism; translation

### Endowed Professor

**Gerhild Williams** (<https://german.wustl.edu/people/gerhild-williams/>)  
Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD in Comparative Literature, University of Washington  
Early modern German and French literature and culture; demonology; Ottoman Eurasia

### Professors

**Matt Erlin** (<https://german.wustl.edu/people/matt-erlin/>)  
Professor of German  
PhD, University of California, Berkeley  
18th- and 19th-century German literature; intellectual history; digital humanities; material culture

**Erin McGlothlin** (<https://german.wustl.edu/people/erin-mcglathlin-0/>)  
Vice Dean of Undergraduate Affairs  
PhD, University of Virginia  
Contemporary literature; Holocaust studies; Jewish studies; narrative theory

### Associate Professor

**Caroline Kita** (<https://german.wustl.edu/people/caroline-kita/>)  
PhD, Duke University  
Austrian literature; Jewish studies; music and sound studies; theater

### Assistant Professors

**Aylin Bademsoy** (<https://german.wustl.edu/people/aylin-bademsoy/>)  
PhD, University of California, Davis

**André Fischer** (<https://german.wustl.edu/people/andre-fischer/>)  
PhD, Stanford University  
20th- and 21st-century German literature; German cinema; myth-making; aesthetics and politics

**Sarah Koellner** (<https://german.wustl.edu/people/sarah-koellner/>)  
PhD, Vanderbilt University

### Lecturers

**Carol Jenkins** (<https://german.wustl.edu/people/carol-jenkins/>)  
PhD, Washington University in St. Louis  
The history of reception; Weimar, Germany; literature and society; foreign language pedagogy

**Katherine Kerschen** (<https://german.wustl.edu/people/katherine-kerschen/>)  
PhD, Penn State University  
Second language acquisition; vocabulary learning; psycholinguistics; foreign language pedagogy; inclusive teaching practices

### Professors Emeriti

**Paul Michael Lützeler** (<https://german.wustl.edu/people/paul-michael-lutzeler/>)  
Rosa May Distinguished University Professor in the Humanities  
PhD, Indiana University  
Contemporary and exile literature; Romanticism; literary discourses on Europe

**James Fitzgerald Poag** (<https://german.wustl.edu/people/james-fitzgerald-poag/>)  
PhD, University of Illinois  
Early and high Middle Ages; history of the German language; medieval Bible exegesis; medieval law and literature; medieval romance; middle high German; mysticism

## Degree Requirements

### Master of Arts (AM) in German and Higher Education Administration

The AM in German and Higher Education Administration (HEA) offers qualified students with a strong background in German the opportunity to combine advanced study of German language, literature and culture with courses in higher education administration. In its fusion of discipline-specific postgraduate study with practical career-oriented preparation in a rapidly growing area of higher education, the program enables students to develop new career paths while further expanding their knowledge of German language, literature and culture.

### Program Requirements

The AM requires 24 graduate-level course units in German language and culture and at least 12 units of higher education administration and other relevant courses in psychological and brain sciences, statistics, education, business, social work, nonprofit management and other disciplines. Courses will be supplemented by internships with academic and administrative units on the Washington University campus and with other higher education institutions in North America or the German-speaking world. During the final semester of courses, students complete a capstone project.

### Suggested Sequence of Courses

(actual course progression may follow a different schedule)

#### Fall semester, 1st year:

- Two graduate-level German courses (6 units)
- One course in higher education administration or related areas (3 units)

#### Spring semester, 1st year:

- Two graduate-level German courses (6 units)
- One course in higher education administration or related areas (3 units)
- Internship

#### Fall semester, 2nd year:

- Two graduate-level German courses (6 units)
- One course in higher education administration or related areas (3 units)
- Internship

#### Spring semester, 2nd year:

- Two graduate-level German courses (6 units)
- Capstone project (3 units)
- Internship

### Higher Education Administration Electives

These electives must be chosen from an approved list of courses in psychological and brain sciences, statistics, education, business, social work, nonprofit management and other disciplines. At least one of the chosen electives must focus on management/leadership, financial management or legal issues in the field.

### Semester Internships

Students in the program intern in various units on campus, which results in a total of three Washington University internship experiences over the course of the degree. These internships in units such as Student Affairs, Residential Life, Admissions, and the College of Arts & Sciences entail approximately 10 to 15 hours of mentored engagement per week.

### Capstone Project

During their last semester, each student produces an individual project (e.g., a research paper, a proposed initiative or program) under the guidance of a faculty member. Although this project does not have the same length or scope as a traditional AM thesis, it is considered a significant and meaningful capstone experience.

### PhD in Germanic Languages & Literatures

A summary of program requirements is provided below.

German students who are interested in our exchange programs should send an email to [german@wustl.edu](mailto:german@wustl.edu) for more information.

### Course Work

The PhD requires 51 units of courses (including 36 AM credits) that are home-based in German. Students who complete interdisciplinary graduate certificates will be required to enroll in additional units as specified by the certificate-granting department or program. Students may not exceed 72 units of course credit.

These rules regarding required courses taken at Washington University apply to students joining the department with a bachelor's degree. Students entering with a master's degree may already have fulfilled some of these requirements. The fulfillment of Washington University requirements with courses completed elsewhere should be discussed with the Director of Graduate Studies, who will make a determination about the transfer of credits.

Students are encouraged to take courses covering the full historical and thematic range of German-speaking literature and culture; these courses should be chosen in consultation with the Director of Graduate Studies. In addition, the following courses are required of all students:

### Theory and Methods

- One seminar addressing theories of literary and cultural analysis (German 553 or equivalent)

## Pedagogy

| Code               | Title   | Units    |
|--------------------|---|----------|
| German 5051        | Introduction to the Teaching of German (normally taken during the second semester of the first year at Washington University) | 1        |
| German 5052        | Teaching Practicum  | 1        |
| German 5053        | Theory and Practice of Foreign Language Pedagogy  | 2        |
| German 5061        | Apprenticeship in the Teaching of Literature and Culture I  | 1        |
| German 5062        | Apprenticeship in the Teaching of Literature and Culture II   | 1        |
| <b>Total Units</b> |   | <b>6</b> |

## Thematic and Methodological Areas

At least one seminar must be taken from any three of the following four categories. In rare cases, subject to the approval of the department chair and the Director of Graduate Studies, a course from outside of German might fulfill one of these categories. Course descriptions for each seminar offered in the department will indicate which of these categories is covered in the seminar.

### Category I: Translation Studies

Translation theory and practice are central to literary and cultural studies. With its interest in the cross-cultural exchange and circulation of texts, themes, motifs, genres, and ideas, Germanic Languages and Literatures is committed to performing and assessing theoretically the function and value of “translation” in the widest sense of the term, including both interlingual translation and other forms of textual transformation and adaptation.

### Category II: Media Studies

Courses in this category facilitate broad, theoretically informed, and historically grounded thinking about the effects of media transformation on cultural production and consumption as well as on the self-conceptions of authors (artists, composers), producers, and consumers (readers/viewers/listeners). They explore how media — including manuscripts, books, periodicals, photography, radio, television, film, digital media, and other forms — not only “mediate” but also structure knowledge, cultural exchange, artistic expression, perception, and indeed experience itself. They also build on the frameworks of media theory, critical theory, and media ecology to ask timely questions about the aesthetics, ethics, and politics of media. Attention may be given to competitions between media; to remediation, intermediality, and the mutual incorporations of media; and to the ways that new media reconfigure the conception, function, and imagined provenance of older media, both in the past and in the 21st century.

### Category III: Nationalism, Ethnicity, and Race

Courses in this category examine the concepts of nationalism, ethnicity, and race — and, more broadly, historical and contemporary mechanisms, ideologies, and processes of group formation — through the historically contextualized study of literature, film, and other cultural artifacts, agents, and institutions. Perspectives examined could include those of insiders as well as those of outsiders or the deliberately excluded. Courses may focus on historical and contemporary cases and/or on the cultural and aesthetic responses to them. Possible topics include historical and theoretical perspectives on race and ethnicity; the experiences of Jews in German-speaking Europe, including acculturation, antisemitism, and the Shoah; relations between the Habsburg and Ottoman Empires; German emigration to the United States and related aesthetic responses; contemporary immigration and immigrant communities in the German-speaking world; and new subcultures, new power relations, and new ideas of citizenship created by patterns of migration.

### Category IV: Digital Humanities

Digital humanities is a diverse and evolving field that uses digital tools and computational methods both to answer existing research questions and to generate new questions in humanistic disciplines. Courses in this area may address topics ranging from the construction of digital archives to the analysis of macroscopic trends in cultural change, and they will often employ techniques from the field of data science. Courses in this category may also reflect on the broader impact of information technology on society and culture, including the ways in which new technologies can reshape our conventional understandings of key aesthetic, political, and anthropological categories such as authorship, creativity, privacy, influence, agency, and even the category of the human itself.

## Interdisciplinary Studies

Graduate students may wish to take courses in areas other than German. Of special interest are graduate offerings in art history; comparative literature; English; the digital humanities; film and media studies; higher education administration; history; music; philosophy; romance languages; and women, gender, and sexuality studies.

Students interested in completing one of our interdisciplinary certificates are generally required to complete additional seminars.

## Foreign Language Requirement

Students planning to work primarily on post-1700 materials must display reading proficiency in at least one language other than German and English. In most cases this language will be French, and the requirement may be satisfied by examination or by enrolling in and successfully completing French 400 and French 401. If a language other than French is particularly relevant to a student's research interests and planned dissertation topic, the foreign language requirement may be fulfilled by the achievement of an equivalent level of reading proficiency in that language, upon approval by the Director of Graduate Studies.

Students planning to work on pre-1700 materials must pass a reading exam in Latin. Reading knowledge of French is also strongly encouraged.

## Examinations

### Master's Examination

Students who enter with a bachelor's degree must complete an oral and written master's examination at the end of their second year. A student's performance on both the oral and written exams is one important element affecting the faculty's decision about whether the student will receive permission to proceed with their graduate studies.

### Qualifying Examinations and Dissertation Prospectus

Students taking qualifying exams should display general knowledge and understanding of the primary materials, historical contexts, scholarly questions and theoretical frameworks that are likely to drive their future dissertations. The qualifying exam is usually taken during the fourth year of study for students entering with a bachelor's degree and during the third year for students entering with a master's degree. The qualifying exam process consists of four phases:

**Phase 1:** Development of a bibliography for the exams

**Phase 2:** Preparation for and completion of two exams, each of which consists of a written portion and an oral portion

**Phase 3:** Creation and defense of a dissertation prospectus

**Phase 4:** Preparation and circulation of the dissertation abstract; filing of the Research Advisory Committee Form, which must be submitted to the Office of Graduate Studies, Arts & Sciences, no later than the end of the third year of graduate study; and filing of the Title, Scope and Procedure Form, which must be submitted to the Office of Graduate Studies, Arts & Sciences, no later than at the end of the fourth year of graduate study.

For the **first exam**, the student is required to situate their primary materials and their author(s) in their respective historical contexts and periods with specific points of emphasis to be determined together with the exam committee. The **second exam** serves to frame the student's primary materials in theoretical terms; it is meant to discuss in general terms the methodological approaches for the planned dissertation.

## Teaching

Doctoral candidates are required to complete a minimum of six semesters (or the equivalent) of mentored teaching experiences (MTEs) within the German department in order to be eligible for the degree; some students may have the opportunity to complete additional MTEs in other departments. Most of our students (particularly students who do not enter with a master's degree in German and with experience teaching German at the university level) will complete eight semesters of MTEs (the maximum allowable number) in order to prepare themselves for the rigorous demands of the job market in German.

For information beyond what is presented here, please contact [german@wustl.edu](mailto:german@wustl.edu).

## History

The Department of History offers the **Doctor of Philosophy (PhD) in History**. The department specializes in American political culture; the ideas, culture and society of Central Europe; early modern Europe; East Asia; international urban history; religion in the medieval Mediterranean world; and slavery and freedom in national and transnational contexts in 17th- through 19th-century America. These core fields draw on the expertise of substantial segments of the faculty and provide significant opportunities for innovative graduate study that bridges conventional historical fields and fosters interdisciplinary research. The department also offers any historical specialization covered by a tenured faculty member.

The graduate program admits only a small number of graduate students each year to promote a close working relationship between students and faculty. We invite applications from mature and self-directed students with well-defined research interests. Our seminars are small and flexible, and we encourage students to develop creative, self-tailored programs of doctoral study. The Department of History funds most doctoral candidates for six years at highly competitive levels and is committed to providing additional financial resources to support advanced research.

Our graduates are accomplished professionals in academia, private high schools, nonprofits, business and the public sector.

Phone: 314-935-5450  
Email: [history@wustl.edu](mailto:history@wustl.edu)  
Website: <https://history.wustl.edu/graduate>

## Faculty

### Chair

**Corinna Treitel** (<https://history.wustl.edu/people/corinna-treitel/>)

PhD, Harvard University  
(Modern European History)

### Endowed Professors

**Daniel Bornstein** (<https://history.wustl.edu/people/daniel-bornstein/>)

Stella K. Darrow Professor of Catholic Studies  
PhD, University of Chicago  
(Early Modern European History)

**Jonathan Judaken** (<https://history.wustl.edu/people/jonathan-judaken/>)

Gloria M. Goldstein Endowed Chair in Jewish History & Thought  
PhD, University of California, Irvine  
(Jewish History, Racism, Existentialism)

**Peter J. Kastor** (<https://history.wustl.edu/people/peter-kastor/>)

Director of Undergraduate Studies  
Samuel K. Eddy Professor  
PhD, University of Virginia  
(U.S. History)

**Steve Hindle** (<https://history.wustl.edu/people/steve-hindle/>)

Director of Graduate Studies  
Derek Hirst Endowed Professor of Early Modern British History  
PhD, University of Cambridge  
(Early Modern European History)

**Kenneth Ludmerer** (<https://history.wustl.edu/people/kenneth-ludmerer/>)

Mabel Dorn Reeder Distinguished Professor in the History of Medicine  
PhD, MD, Johns Hopkins University  
(Medical History)

## Professors

**Iver Bernstein** (<https://history.wustl.edu/people/iver-bernstein/>)

PhD, Yale University  
(U.S. History and the Civil War)

**Tim Parsons** (<https://history.wustl.edu/people/timothy-parsons/>)

PhD, Johns Hopkins University  
(African History)

**Mark Pegg** (<https://history.wustl.edu/people/mark-gregory-pegg/>)

PhD, Princeton University  
(Medieval European History)

**Corinna Treitel** (<https://history.wustl.edu/people/corinna-treitel/>)

PhD, Harvard University  
(Modern European History)

## Associate Professors

**Cassie Adcock** (<https://history.wustl.edu/people/cassie-adcock/>)

PhD, University of Chicago  
(Modern South Asian History)

**Flora Cassen** (<https://history.wustl.edu/people/flora-cassen/>)

PhD, New York University  
(Jewish History, Early Modern Europe)

**Shefali Chandra** (<https://history.wustl.edu/people/shefali-chandra/>)

PhD, University of Pennsylvania  
(Modern South Asian History)

**Douglas Flowe** (<https://history.wustl.edu/people/douglas-flowe/>)

PhD, University of Rochester  
(U.S. History)

**Christine R. Johnson** (<https://history.wustl.edu/people/christine-johnson/>)

PhD, Johns Hopkins University  
(Early Modern European History)

**Sowandé Mustakeem** (<https://history.wustl.edu/people/sowande-mustakeem/>)

PhD, Michigan State University  
(Atlantic Slave Trade and the Middle Passage)

**Nancy Y. Reynolds** (<https://history.wustl.edu/people/nancy-reynolds/>)

PhD, Stanford University  
(Middle Eastern History)

**Anika Walke** (<https://history.wustl.edu/people/anika-walke/>)

PhD, University of California, Santa Cruz  
(Modern European History)

**Lori Watt** (<https://history.wustl.edu/people/lori-watt/>)

PhD, Columbia University  
(Japanese History)

## Assistant Professors

**Ulug Kuzuoglu** (<https://history.wustl.edu/people/ulug-kuzuoglu/>)

PhD, Columbia University  
(Modern Chinese History)

**Diana J. Montañó** (<https://history.wustl.edu/people/diana-montano/>)

PhD, University of Arizona  
(Latin American History)

**Christina Ramos** (<https://history.wustl.edu/people/christina-ramos/>)

PhD, Harvard University  
(Latin American History, History of Medicine)

**Anne Schult** (<https://history.wustl.edu/people/anne-schult/>)

PhD, New York University  
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**Dalen Wakeley-Smith** (<https://history.wustl.edu/people/dalen-wakeley-smith/>)

PhD, University of Michigan  
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## Teaching Professor

**Krister Knapp** (<https://history.wustl.edu/people/krister-knapp/>)

PhD, Boston University  
(U.S. Intellectual History)

## Affiliated Faculty

**Jean Allman** (<https://history.wustl.edu/people/jean-allman/>)

J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
(African and African-American Studies)

**William Bubelis (<https://history.wustl.edu/people/william-bubelis/>)**

Associate Professor of Classics  
PhD, University of Chicago  
(Classics)

**Adrienne D. Davis (<https://history.wustl.edu/people/adrienne-davis/>)**

William M. Van Cleve Professor of Law  
JD, Yale University School of Law

**Martin Jacobs (<https://history.wustl.edu/people/martin-jacobs/>)**

Professor of Rabbinic Studies  
PhD and Habilitation, Free University of Berlin  
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**Zhao Ma (<https://ealc.wustl.edu/people/zhao-ma/>)**

Associate Professor of Modern Chinese History and Culture  
PhD, Johns Hopkins University  
(East Asian Languages and Cultures)

**Laurie F. Maffly-Kipp (<https://history.wustl.edu/people/laurie-f-maffly-kipp/>)**

Archer Alexander Distinguished Professor  
PhD, Yale University  
(Danforth Center on Religion and Politics)

**Rebecca Messbarger (<https://history.wustl.edu/people/rebecca-messbarger/>)**

Professor of Italian and Women, Gender, and Sexuality Studies  
PhD, University of Chicago  
(Romance Languages and Literatures)

**Eric P. Mumford (<https://history.wustl.edu/people/eric-mumford/>)**

Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University  
(Architecture)

**Leigh E. Schmidt (<https://history.wustl.edu/people/leigh-e-schmidt/>)**

Edward C. Mallinckrodt Distinguished University Professor  
PhD, Princeton University  
(Danforth Center on Religion and Politics)

**Mark Valeri (<https://history.wustl.edu/people/mark-valeri/>)**

Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics  
PhD, Princeton University  
(Danforth Center on Religion and Politics)

**Hayrettin Yücesoy (<https://jimes.wustl.edu/people/hayrettin-yucesoy/>)**

Associate Professor of Arabic and Islamic Studies  
PhD, University of Chicago

**Steven Zwicker (<https://history.wustl.edu/people/steven-zwicker/>)**

Stanley Elkin Professor in the Humanities  
PhD, Brown University  
(English)

## Professors Emeriti

**Andrea S. Friedman (<https://history.wustl.edu/people/andrea-friedman/>)**

PhD, University of Wisconsin  
(U.S. Women's History)

**Steven Hause (<https://history.wustl.edu/people/steven-hause/>)**

PhD, Washington University

**Derek M. Hirst (<https://history.wustl.edu/people/derek-hirst/>)**

William Eliot Smith Professor Emeritus of History  
PhD, Cambridge University

**Hillel J. Kieval (<https://history.wustl.edu/people/hillel-j-kieval/>)**

Gloria M. Goldstein Professor of Jewish History and Thought  
PhD, Harvard University  
(Jewish History)

**Gerald N. Izenberg (<https://history.wustl.edu/people/gerald-izenberg/>)**

PhD, Harvard University

**David T. Konig (<https://history.wustl.edu/people/david-konig/>)**

PhD, Harvard University

**Steven B. Miles (<https://history.wustl.edu/people/steven-b-miles/>)**

PhD, University of Washington  
(Chinese History)

**Linda J. Nicholson (<https://history.wustl.edu/people/linda-nicholson/>)**

Susan E. and William P. Stiritz Distinguished Professor Emerita of Women's Studies  
PhD, Brandeis University

**Max J. Okenfuss (<https://history.wustl.edu/people/max-okenfuss/>)**

PhD, Harvard University

**Laurence Schneider (<https://history.wustl.edu/people/laurence-schneider/>)**

PhD, University of California, Berkeley

**Richard J. Walter (<https://history.wustl.edu/people/richard-walter/>)**

PhD, Stanford University

## Degree Requirements

### PhD in History

#### Requirements and Academic Assessment

Doctoral candidates ordinarily spend two to three full academic years in residence. Before the dissertation defense takes place, doctoral candidates must have completed 72 units of graduate credit. Over the course of their doctoral program, graduate students may not register for more than 72 units of credit without special consideration. Of the 72 required units, no more than 24 units may be transferred from previous graduate work elsewhere.

#### Course Offerings

Literature of History (History 5471), which is offered during the fall semester on an annual or biannual basis, serves as an introduction to the graduate study of history and is required for all first-year students. In addition, students must complete Writing Historical Proposals and Prospectuses (History 5470), which is offered every other spring semester and is usually taken during the second or third year.

Pro-seminars are devoted to intensive reading and critical discussion, largely of secondary literature. A pro-seminar and research seminar may be linked as a sequence, exposing the student to the literature regarding a historical field, period, or problem before requiring a research paper in that area. These experiences help students to develop a broad understanding of current problems in the fields to be covered in the qualifying examination.

Research seminars are devoted to the writing of a major paper in a particular historical field or on a particular period or topic. They train the student in the analysis of particular historical problems, in research techniques, and in writing, which are the nuts and bolts of later work on a dissertation.

In some fields, students frequently enroll in tutorials (e.g., L22 610 Readings in East Asian History or L22 613 Readings in African History). In tutorials, between one and four students work closely with a tenured faculty member (i.e., an associate professor or professor).

Graduate students may also occasionally enroll in undergraduate courses to acquire a broader mastery of a specific field or topic. If they do so, they must arrange extra course work with the instructor to qualify for full graduate credit. Undergraduate courses open to graduate enrollment will have a corresponding course number at the 500/5000 level to enable students to enroll for graduate credit.

#### Grades

The performance of students in Arts & Sciences is marked by the grades A, B, C (Conditional) and F. The grade of C indicates unsatisfactory work and will be awarded academic credit only if matched by an equivalent number of units graded A. Plus or minus grades may be given, except for grades of B- or C+. Some courses may be graded S (Satisfactory) or U (Unsatisfactory).

Graduate students should expect to earn a grade of A or A- as a mark of good progress through the program. Although a grade of B+ or B will qualify a student for full credit, these grades should be viewed as a warning that the student has not sufficiently demonstrated a full mastery of the course material at the doctoral level. More than one or two grades at this level carry the risk of negatively affecting a student's chances on the academic job market.

#### Mentored Teaching Experiences

As part of their graduate training, students — with the exception of Olin-Chancellor's Fellows and McDonnell International Scholars — will complete six semesters of Mentored Teaching Experiences (MTEs). At least four semesters of those MTEs will be in history courses. Olin-Chancellor's Fellows and McDonnell International Scholars will complete four semesters of MTEs, at least two of which will be in history courses.

Students enroll for MTEs through registration in LGS 600. In addition, students simultaneously enroll in a 2-unit advanced reading course in a field relating to the primary topic of the MTE and in a 2-unit Teaching in History course (History 511 or History 512). As part of the department's commitment to support a diversity of career outcomes from our doctoral program, students may fulfill one Mentored Experience requirement with a Mentored Professional Experience.

#### Annual Letters of Review and the Second-Year Review

The Department of History uses annual letters of review and the second-year review to keep students informed about the department's expectations of their progress and to identify any problems. At the end of each academic year (except the second year), students receive annual letters of review based on the observations of all faculty members with whom they have worked during the academic year, whether in a class, in a directed readings course, or in a Mentored Teaching Experience. The letters will identify any areas in which the student needs to improve and will provide clear steps for addressing any concerns. In January of the second year, students receive a second-year review letter. The department uses the second-year review to identify students who are not performing at a satisfactory level. In consultation with the student's primary advisor, the department then sets goals for that student to meet by the end of the second semester of the second year. If these goals are not met, the student will not be allowed to proceed to the PhD qualifying examinations; instead, the student will be offered an opportunity to secure an AM degree before leaving the PhD program.

In such cases, requirements for the AM degree are as follows:

- Students must satisfactorily complete a minimum of 36 units of credit. The Department of History does not require an AM thesis. Therefore, none of the required 36 units will be awarded for thesis research.
- Students must successfully complete the course Literature of History (History 5471).

- Students must develop expertise in two fields of historical study: one primary field and one secondary field.
- Students must pass an oral examination in these two fields of history.

## Qualifying Examinations

To advance to PhD candidacy, in addition to completing the necessary course work, students must meet the following requirements:

1. The qualifying examination, which entails the following three requirements:
  - a. Successful completion of the qualifying examination, which consists of a written component and an oral component (see below)
  - b. Two research papers that meet the approval of the committee (see below)
  - c. Evidence acceptable to the committee of competence in foreign language(s) or other skills relevant to the proposed research
2. The dissertation prospectus (see below)

These two basic requirements may be met in any order at the discretion of the student's primary advisor. In consultation with the primary advisor, the student may either take the qualifying examination (in addition to completing the required research papers and proving language competency) before submitting the dissertation prospectus or vice versa. Please note that the examining committee and the dissertation committee will not necessarily consist of the same faculty members; however, the student's primary advisor will serve on both committees.

The qualifying examination evaluates the student's competence in three fields of history or in two fields of history and one other discipline or program. The examining committee also assesses the student's readiness to undertake independent research for the dissertation, as indicated by the student's two research papers. The qualifying examination takes place during the second or third year and no later than June 30 of the third year.

Based on the review of the student's performance on the qualifying examination, the committee will declare whether, in their judgment, the student is qualified to proceed to PhD candidacy or if further procedures are required. These additional procedures may take the form of written or oral examinations in one or more of the three fields, further written work prepared to the committee's specifications, or further courses of study. Subsequent meetings may be required to evaluate such work. The qualification process, including any post-examination procedures, must be completed before classes begin the following fall term (i.e., the student's fourth year of graduate work).

Examiners do not formally grade performance on the qualifying examination except to indicate passage or failure. Passing constitutes qualification for the master's degree as a step toward the doctoral degree. A student who fails to qualify for dissertation research may nevertheless be recommended for a terminal master's degree.

## Languages and Quantitative Skills

Each graduate student's need for linguistic and quantitative skills is determined during their first semester in consultation with their advisor. This determination is subject to review by the Graduate Studies Committee. The student's examining committee will ascertain, by the time of the qualifying examination, if sufficient progress toward acquiring these skills has been made.

The minimum requirement is normally competence in the language of the documents or culture in which the student proposes to do dissertation research as well as competence either in one other language (other than English) or in the practice of a quantitative or other technical skill. Students normally demonstrate competency by successfully taking a particular course, by passing a translation examination, or by using foreign-language primary sources to write a research paper.

## Dissertation Prospectus

The dissertation prospectus is a detailed statement describing the dissertation the student proposes to write. The dissertation should make an original contribution to historical scholarship.

Before choosing a subject, the student should consult the American Historical Association's list of theses in progress to avoid duplication. In roughly six to twelve pages, the prospectus should answer, as explicitly as possible, the following four questions:

1. *What are the major hypotheses or generalizations that the student expects to develop and test in the dissertation?* The prospectus should describe the historical phenomena (i.e., events, figures, situations, trends, or problems) to be explored. It should, however, look beyond mere narrative and description to the kinds of questions and potential answers the research itself will produce. In doing so, the prospectus should indicate the significance of the topic and hypotheses for the growth of historical knowledge. Since hypotheses are subject to the test of research, the prospectus may include tentative assertions that contradict as well as complement one another.
2. *What is the present status of relevant historical literature, and how will the proposed research contribute to ongoing debates in the field?* The answer will indicate how far the student has gone in thinking about the problem, demonstrate the student's familiarity with secondary materials, and attempt to situate the student's own investigation relative to other scholars in the field. A bibliography should be appended to the prospectus.
3. *What kinds of sources and data will the project involve, and what research procedures and techniques will be required?* The writer must have a conception of the resources needed, where they may be found, and how they can be tapped and analyzed. Unexpected data or documents are sure to turn up, but the researcher must know where to begin. Some indication is needed of the documents, archives, published primary materials, and oral histories that will be consulted.

4. *What are the specific limits to the research that will keep the dissertation within manageable scope and length?* Reasonable care must be taken to develop a practicable dissertation problem and research plan that can be brought to completion. The prospectus should include information about any completed research work, manuscript drafts, and a tentative schedule for the project.

Since research alters the character of any proposed dissertation, the student is not bound to carry out the exact program described in their prospectus. However, the student should be able to present a reasonable plan at this stage. Those students intending to apply for Fulbright scholarships or foundation grants for their fourth year of study should have the prospectus ready at the beginning of their third year.

## Dissertation Prospectus Defense

The dissertation prospectus is defended before the Research Advisory Committee. The Research Advisory Committee consists of three faculty members, and the formation of the committee is a required milestone for program completion. The primary advisor (i.e., the faculty member supervising the dissertation) is the first reader and the chair of the committee. The student and the first reader select appropriate faculty members to serve as second and third readers on the student's dissertation advisory committee. At least two of the three must be drawn from history department faculty.

Proficiency in significant original research, which is a major requirement for the PhD, is demonstrated chiefly in the dissertation. Students are encouraged to look beyond the dissertation to its publication.

## Title, Scope, and Procedure

After passing the qualifying examination, the candidate files two copies of the dissertation prospectus (revised, if necessary) with the department and submits the Title, Scope, and Procedure Form to the Office of Graduate Studies, Arts & Sciences. The student should also register the thesis in progress with the American Historical Association. Students may file the Title, Scope, and Procedure Form as soon as the research advisory committee has signed it. The Title, Scope, and Procedure Form must be filed before the start of the fifth year of graduate study.

## Dissertation Defense

Prior to submitting the final dissertation to the Office of Graduate Studies, Arts & Sciences, the student must successfully defend their dissertation in an oral examination before a committee approved by the Office of Graduate Studies, Arts & Sciences.

**Committee approval.** The examining committee consists of at least five members who normally meet three independent criteria:

- Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University faculty members or, for programs offered by Washington University-affiliated partners, full-time members of a Washington University-affiliated partner institution who are authorized to supervise PhD

students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.

- All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University, at another university, in government or in industry.
- At least one of the five members must bring expertise from outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

All committees must be approved by the Office of Graduate Studies, Arts & Sciences, or their designee. To have their committee approved, students must fill out the Dissertation Defense Committee Form. This form must be signed by the department's director of graduate studies (DGS). The DGS or a department staff member will submit it to the Office of Graduate Studies, Arts & Sciences. Only after this step has been completed should the defense be scheduled.

After the committee has been approved and at least 15 days before the defense, students must send a copy of their curriculum vitae and the time, date, and location of the defense to the DGS and the department administrator. The DGS or department administrator will submit the Defense Notification to the Office of Graduate Studies, Arts & Sciences.

**Procedure.** Attendance by a minimum of four members of the Dissertation Defense Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to have only four members in attendance; if one of those four cannot attend, the defense must be rescheduled. Note that the absence of all outside members or of the committee chair would necessitate rescheduling of the defense.

## Submission of the Dissertation

Students who defend their dissertations successfully have not yet completed their PhD requirements. They finish earning the degree only when their dissertation submission has been accepted by the Office of Graduate Studies, Arts & Sciences. The exact dates for the deadline to submit the dissertation to the Office of Graduate Studies, Arts & Sciences, are set yearly.

## Academic Probation and Dismissal

The Department of History closely follows the guidelines of the Office of Graduate Studies, Arts & Sciences, as described in the Policy on Probation and Dismissal for Academic Reasons.

All students in the PhD program are expected to satisfy the academic performance requirements of the Office of Graduate Studies, Arts & Sciences, which can be found in the General Requirements section of the Graduate Arts & Sciences *Bulletin*.

## Additional History Department Requirements and Explanations

A full-time graduate student is not allowed more than one incomplete per semester, and that incomplete must be removed by the end of the following semester. Within this requirement, faculty and students may wish to enter into contracts specifying conditions for the resolution of the incomplete.

To remain in good standing, a student should take the qualifying examinations by the first semester of their fourth year, at the very latest.

The Department of History's Graduate Studies Committee manages all departmental decisions regarding placement on probation, removal from probation, recommendations for dismissal after a probationary period, and recommendations for immediate dismissal due to extreme underperformance. The Graduate Studies Committee consists of the Director of Graduate Studies and three or four additional Department of History faculty members appointed by the department chair at the beginning of each academic year.

Otherwise, there are no additional requirements beyond those of the Office of Graduate Studies, Arts & Sciences.

These guidelines will remain posted on the Department of History website (<https://history.wustl.edu/graduate-requirements-grades/>), and hard copies will be distributed at the annual Department of History orientation for new PhD students, which is held in August each year.

## Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish Studies and Islamic Studies are integrated. It is an interdisciplinary department with the purpose of allowing students to explore the historical experience; the literary, religious and cultural expression; and the political and material life of the 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 of these complex and diverse societies and cultures in our courses. Students will also be encouraged to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa and other parts of the world.

The department offers both a **Master of Arts in Jewish Studies** and a **Master of Arts in Islamic and Near Eastern Studies**.

The department does not currently offer a home-based PhD program. Students who would like to pursue a PhD in one of the fields of Jewish Studies or Islamic and Near Eastern Studies may do so under the auspices of a PhD-granting department or program (e.g., History, Anthropology, Comparative Literature) in cooperation with participating faculty from Jewish, Islamic, and Middle Eastern Studies. In such instances, the prospective student should apply directly to the appropriate disciplinary department or program at Washington University.

Phone: 314-935-8567  
Email: [scordias@wustl.edu](mailto:scordias@wustl.edu)  
Website: <http://jjimes.wustl.edu>

## Faculty

### Chair

**Kit Wellman** (<https://philosophy.wustl.edu/people/kit-wellman/>)

Interim Director of Graduate Studies

Professor of Philosophy

PhD, University of Arizona

### Endowed Professor

**Jonathan Judaken** (<https://history.wustl.edu/people/jonathan-judaken/>)

Gloria M. Goldstein Professor of Jewish History and Thought

PhD, University of California-Irvine

### Professors

**Pamela Barmash** (<https://jjimes.wustl.edu/people/pamela-barmash/>)

Director of Undergraduate Studies

Professor of Hebrew Bible and Biblical Hebrew

PhD, Harvard University

**Nancy E. Berg** (<https://jjimes.wustl.edu/people/nancy-e-berg/>)

Professor of Hebrew Language and Literature

PhD, University of Pennsylvania

**Martin Jacobs** (<https://jjimes.wustl.edu/people/martin-jacobs/>)

Professor of Rabbinic Studies

PhD and Habilitation, Free University of Berlin

**Erin McGlothlin** (<https://jjimes.wustl.edu/people/erin-mcglathlin-0/>)

Vice Dean of Undergraduate Affairs in Arts & Sciences

Professor of German and Jewish Studies

PhD, University of Virginia

### Associate Professors

**Nancy Reynolds** (<https://jjimes.wustl.edu/people/nancy-reynolds/>)

Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies

PhD, Stanford University

**Anika Walke** (<https://history.wustl.edu/people/anika-walke/>)

Associate Professor of History

PhD, University of California

**Hayrettin Yücesoy** (<https://jjimes.wustl.edu/people/hayrettin-yucesoy/>)

Associate Professor of Arabic and Islamic Studies

PhD, University of Chicago

## Assistant Professor

**Mona Kareem** (<https://jimes.wustl.edu/people/mona-kareem/>)  
Assistant Professor of Jewish, Islamic, and Middle Eastern Studies  
PhD, State University of New York at Binghamton

## Teaching Professor

**Younasse Tarbouni** (<https://jimes.wustl.edu/people/younasse-tarbouni/>)  
Teaching Professor in Arabic  
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

## Senior Lecturer

**Housni Bennis** (<https://jimes.wustl.edu/people/housni-bennis/>)  
Senior Lecturer in Arabic Language  
MA, Washington University in St. Louis

## Lecturers

**Meera Jain** (<https://jimes.wustl.edu/people/meera-jain/>)  
Lecturer of Hindi Languages and Cultures  
MArch, University of Texas at Austin

**Sara Jay** (<https://jimes.wustl.edu/people/sara-jay/>)  
Lecturer in Jewish, Islamic, and Middle Eastern Studies  
PhD, Washington University in St. Louis

**Toqeer Shah** (<https://jimes.wustl.edu/people/toqeer-shah/>)  
Lecturer of Urdu  
MSc, University of Peshawar

**Eyal Tamir** (<https://jimes.wustl.edu/people/eyal-tamir/>)  
Lecturer of Hebrew  
PhD, University of Massachusetts, Amherst

**Madhavi Verma** (<https://jimes.wustl.edu/people/madhavi-verma/>)  
Lecturer in Hindi Languages and Cultures  
MA, Patna University

**David H. Warren** (<https://jimes.wustl.edu/people/david-h-warren/>)  
PhD, University of Manchester

**Noa Weinberg** (<https://jimes.wustl.edu/people/noa-weinberg/>)  
Lecturer of Hebrew  
MA, Tel Aviv University

## Postdoctoral Research Associate

**Ayala Hendin** (<https://jimes.wustl.edu/people/ayala-hendin/>)  
PhD, Ben-Gurion University of the Negev

## Endowed Professor — Affiliated

**John R. Bowen** (<https://anthropology.wustl.edu/people/john-bowen/>)  
Dunbar-Van Cleve Professor in Arts & Sciences  
PhD, University of Chicago

## Professors — Affiliated

**Lois Beck** (<https://anthropology.wustl.edu/people/lois-beck/>)  
Professor of Sociocultural Anthropology  
PhD, University of Chicago

**Michael Frchetti** (<https://anthropology.wustl.edu/people/michael-frchetti/>)  
Professor of Anthropology  
PhD, University of Pennsylvania

**Tabea Alexa Linhard** (<https://rll.wustl.edu/people/tabea-alexalinhard/>)  
Professor of Spanish and Comparative Literature  
PhD, Duke University

## Associate Professor — Affiliated

**Seth Graebner** (<https://rll.wustl.edu/people/seth-graebner/>)  
Associate Professor of French and Global Studies  
PhD, Harvard University

## Professors Emeriti

**Robert Canfield** (<https://anthropology.wustl.edu/people/robert-canfield/>)  
PhD, University of Michigan

**Hillel J. Kieval** (<https://jimes.wustl.edu/people/hillel-j-kieval/>)  
PhD, Harvard University

**Joseph Schraibman** (<https://jimes.wustl.edu/people/joseph-schraibman/>)  
PhD, University of Illinois

## Degree Requirements

The Department of Jewish, Islamic, and Middle Eastern Studies at Washington University in St. Louis offers two terminal master's degrees: a Master of Arts in Jewish Studies (p. 95) and a Master of Arts in Islamic and Near Eastern Studies (p. 95). Although both programs have their own curricula, the department's integrated nature provides students with a unique opportunity to explore the shared experiences and interactions of Jews and Muslims in their various cultural and historical contexts. Both Master of Arts (AM) programs are two-year, full-time programs that foster breadth and depth of study and that include a graduation requirement of advanced language proficiency. Close mentoring relationships allow for tailoring a program of study to a student's specific interests and goals. Due to the excellence of our AM programs, many of our graduates have subsequently been accepted into highly prestigious PhD programs.

## Master of Arts in Jewish Studies

The AM in Jewish Studies offers students an opportunity for dedicated interdisciplinary study of the history, literatures and cultures of the Jewish people from biblical to modern times. It is designed for students who have some college-level preparation in the field and who wish to deepen their expertise in preparation for a PhD program. It is also well-suited for those planning on professional careers in areas such as education, law, publishing, business or social work. Our faculty offer graduate-level instruction in the Hebrew Bible; rabbinic Judaism and its sources; medieval, early modern, and modern Jewish history in both Europe and the Middle East; Jewish-Muslim encounters; premodern and modern Hebrew and Jewish literature; and Israeli culture. Applicants to the AM program must show Hebrew language proficiency equivalent to at least one year of college-level study. At the end of two years of courses and prior to receiving the AM degree, students will be expected to have successfully completed third-year Hebrew.

### Degree Requirements

- A minimum of 36 credits from graduate-level courses, which may include up to 6 units transferred from another institution (**Note:** First- and second-year language classes do not count toward these 36 credits.)
- The successful completion of third-year Hebrew
- The ability to use Hebrew source material and scholarly articles as demonstrated in at least one major seminar paper
- A second major seminar/research paper to be written either in a second seminar or in an independent study supervised by one of the faculty associated with the program (**Note:** Students have the option of writing a master's thesis in place of the two major research papers; please refer to Policies and Timelines (p. 95) below.)
- At the end of the program of study, the successful completion of an oral examination, lasting no more than one hour, based on either the two research papers submitted (and revised) for this purpose or the master's thesis

Please note the departmental Policies and Timelines (p. 95) below.

## Master of Arts in Islamic and Near Eastern Studies

The AM in Islamic and Near Eastern Studies offers students an opportunity for dedicated interdisciplinary study of the history, literatures and cultures of the Middle East from the Middle Ages to the present. It is designed for students who ideally have some college-level preparation in the field and who wish to deepen their expertise in preparation for a PhD program. It is also well-suited for those planning on professional careers in education, law, publishing, business, government and private agencies whose work touches upon some aspect of Islamic and Near Eastern Studies. Our faculty offer graduate-level instruction in Islamic and Middle Eastern history; Islam in world history; Islamic religion and law; the anthropology of Islam; premodern Muslim political theory and practice; Middle Eastern urban studies; and both classical and modern Arabic literatures. Admission to the

AM program normally requires Arabic language proficiency equivalent to one year of college-level study. After a typical two years of courses and prior to receiving the AM degree, students will be expected to have successfully completed third-year Arabic.

### Degree Requirements

- A minimum of 36 credits from graduate-level courses, which may include up to 6 units transferred from another institution (**Note:** First- or second-year language classes do not count toward these 36 credits.)
- The successful completion of third-year Arabic
- The ability to use Arabic source material and scholarly articles as demonstrated in at least one major seminar paper
- A second major seminar/research paper to be written either in a second seminar or in an independent study supervised by one of the faculty associated with the program (**Note:** Students have the option of writing a master's thesis in place of the two major research papers; please refer to Policies and Timelines (p. 95) below.)
- At the end of their program of study, the successful completion of an oral examination, lasting no more than one hour, based on either the two research papers submitted (and revised) for this purpose or the master's thesis

Please note the departmental Policies and Timelines (p. 95) below.

## Policies and Timelines Applying to Both AM Programs

To complete our AM programs — including the third-year language requirement — within the typical course of two years, students need to be highly self-motivated and should develop close working relationships with their academic advisors. Students may elect to graduate **with** or **without** writing a master's thesis. The master's thesis, which is usually about 80 to 100 pages long, represents original work of highly polished quality and is significantly more substantive than a research paper. (For guidelines, please refer to the Master's Thesis Guide (<https://gradstudies.artsci.wustl.edu/node/15150/#anchor-group-13612>) issued by the Office of Graduate Studies, Arts & Sciences.) Instead of the thesis, students may decide to (re)submit and defend two significantly revised research papers written in the program, each of which should be at least 30 pages long.

### Master's students planning to graduate without a thesis:

#### Second Year

- *First week of fall semester:* Meet with advisor to discuss graduation plans
- *First week of spring semester:* Meet with advisor to determine the two research papers, select the three members of the defense committee, agree on submission deadlines, and schedule the defense
- *End of March to early April:* Oral defense

## Master's students planning to graduate with a thesis:

### First Year

- *End of spring semester:* Approach a primary thesis advisor (who may be, but does not have to be, the academic advisor)

### Second Year

- *Fall and spring semesters:* Enroll in JIMES 591 Directed Writing: Thesis
- *First week of spring semester:* Confirm, in conversation with the academic advisor, a thesis committee of three readers, and schedule the oral defense
- *Friday before spring break:* Final draft of the thesis due to the thesis advisor
- *End of March to early April:* Oral defense

## Latin American Studies

The **Graduate Certificate in Latin American Studies** offers Washington University students the opportunity to pursue a multidisciplinary specialization on this region of the world while completing their PhD degree. The certificate combines discipline-based learning with cultural studies, thus allowing for a rigorous approach to Latin America's social, economic and political history. At the same time, students are exposed to new theories and current debates on the topics of nation formation, governance, colonialism, development, regionalism, public health, modernization, globalization and neoliberalism.

At the national level, programs in Latin American Studies date back to the late 1940s, when the area studies paradigm became central to the internationalization of academic focus in the context of the Cold War. Today, as globalization has made internationalization an even more pressing concern, Latin American Studies is part of a new need for the better understanding of other world regions. In fact, Latin American countries consistently play an important role within the intellectual and political spheres of the United States. Latin America is the single largest source of immigrants to the United States today. It contains the third-largest trade partner of the United States (Mexico); one of the most vibrant emergent economies in the world (Brazil); countries that have been at the core of U.S. foreign policy for decades (Colombia, Venezuela, Cuba, and the Andean region, for instance); and a vibrant population and culture that are increasingly the focus of U.S. students.

## Application

Students are required to apply to be considered for the certificate program. Their applications are evaluated by the Graduate Certificate Committee. This application is submitted at the beginning of the student's doctoral courses in Arts & Sciences and requires a support letter from the director of graduate studies of the student's PhD home department or program. The chair of the Graduate Certificate

Committee will forward recommendations for admission to the Office of Graduate Studies, Arts & Sciences, for final approval. All applicants to the certificate program are expected to be in good academic standing as defined by the Office of Graduate Studies, Arts & Sciences.

|          |   |
|----------|---|
| Contact: | Professor Ignacio Sánchez Prado                                       |
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| Email:   | isanchez@wustl.edu  |
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## Faculty

### Core Faculty

**Mabel Moraña** (<https://rll.wustl.edu/people/mabel-morana/>)

William H. Gass Professor in Arts & Sciences  
PhD, University of Minnesota  
(Romance Languages and Literatures)

**Ignacio Sánchez Prado** (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)

Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
PhD, University of Pittsburgh  
(Romance Languages and Literatures)

**Eliza Williamson** (<https://lasprogram.wustl.edu/people/k-eliza-williamson/>)

Lecturer  
PhD, Rice University  
(Latin American Studies; Romance Languages and Literatures)

### Faculty with Courtesy Appointments

**Bret Gustafson** (<https://anthropology.wustl.edu/people/bret-gustafson/>)

Professor  
PhD, Harvard University  
(Anthropology)

**Ila Sheren** (<http://arthistory.artsci.wustl.edu/people/ila-sheren/>)

Associate Professor  
PhD, Massachusetts Institute of Technology  
(Art History and Archaeology)

**Miguel Valerio** (<https://rll.wustl.edu/people/miguel-valerio/>)

Assistant Professor  
PhD, Ohio State University  
(Romance Languages and Literatures)

### Faculty Specialized in Latin America

**William Acree** (<https://rll.wustl.edu/people/william-acree/>)

Professor  
PhD, University of North Carolina at Chapel Hill  
(Romance Languages and Literatures)

**Sarah Baitzel** (<https://anthropology.wustl.edu/people/sarah-baitzel/>)

Assistant Professor  
PhD, University of California, San Diego  
(Anthropology)

**J. Andrew Brown** (<https://rll.wustl.edu/people/j-andrew-brown/>)

Professor  
PhD, University of Virginia  
(Romance Languages and Literatures)

**Rebecca Clouser** (<https://ias.wustl.edu/people/rebecca-clouser/>)

Lecturer  
PhD, Indiana University  
(International and Area Studies)

**Brian Crisp** (<https://polisci.wustl.edu/people/brian-crisp/>)

Professor  
PhD, University of Michigan  
(Political Science)

**Javier García-Liendo** (<https://rll.wustl.edu/people/javier-garcia-liendo/>)

Associate Professor  
PhD, Princeton University  
(Romance Languages and Literatures)

**Steven Hirsch** (<https://ias.wustl.edu/people/steven-j-hirsch/>)

Professor of Practice  
PhD, George Washington University  
(International and Area Studies)

**Stephanie Kirk** (<https://rll.wustl.edu/people/stephanie-kirk/>)

Professor  
PhD, New York University  
(Romance Languages and Literatures)

**Tabea Linhard** (<https://rll.wustl.edu/people/tabea-alexa-linhard/>)

Professor  
PhD, Duke University  
(Romance Languages and Literatures)

**Diana Montaña** (<https://history.wustl.edu/people/diana-montano/>)

Assistant Professor  
PhD, University of Arizona  
(History)

**Christina Ramos** (<https://history.wustl.edu/people/christina-ramos/>)

Assistant Professor  
PhD, Harvard University  
(History)

**Guillermo Rosas** (<https://polisci.wustl.edu/people/guillermo-rosas/>)

Professor  
PhD, Duke University  
(Political Science)

**Elzbieta Sklodowska** (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)

Randolph Family Professor in Arts & Sciences  
PhD, Washington University  
(Romance Languages and Literatures)

## Professors Emeriti

**David L. Browman** (<https://anthropology.wustl.edu/people/david-browman/>)

PhD, Harvard University  
(Anthropology)

**Pedro C. Cavalcanti** (<https://anthropology.wustl.edu/people/pedro-c-cavalcanti/>)

PhD, University of Warsaw  
(Anthropology)

**David Freidel** (<https://anthropology.wustl.edu/people/david-freidel/>)

PhD, Harvard University  
(Anthropology)

**John F. Garganigo** (<https://rll.wustl.edu/people/john-garganigo/>)

PhD, University of Illinois  
(Romance Languages and Literatures)

**Joseph Schraibman** (<https://rll.wustl.edu/people/joseph-schraibman/>)

PhD, University of Illinois  
(Romance Languages and Literatures)

**Richard J. Walter** (<https://history.wustl.edu/people/richard-walter/>)

PhD, Stanford University  
(History)

## Degree Requirements

### Graduate Certificate in Latin American Studies

Students interested in earning the Graduate Certificate in Latin American Studies must complete 15 graduate units; 6 of those units may also count toward the PhD requirements with the prior approval of the PhD home department director of graduate studies. The graduate certificate is awarded concurrently with the PhD degree. Students in the Latin American Studies graduate certificate program must fulfill all requirements of the PhD required by their respective home departments and the Office of Graduate Studies, Arts & Sciences, in addition to the following certificate requirements:

**Complete a total of 15 graduate credits:**

- 3 credits from one Latin American Studies program core course
- 3 credits from one 500-level course from the Latin American Studies core program
- 9 credits from three Latin American Studies program-related courses in at least two departments or schools outside the student's major department

**Other requirements:**

- Students must have proven proficiency in Spanish or Portuguese in accordance with the guidelines established by the Department of Romance Languages and Literatures.
- Students must spend at least one summer abroad conducting research in Latin American Studies.
- Students must participate actively in the Latin American Colloquium for at least one semester. This participation is to include the presentation of a research paper, which should ideally result from the summer research mentioned above.

## Materials Science & Engineering

The Institute of Materials Science & Engineering (IMSE) at Washington University in St. Louis offers a unique, interdisciplinary PhD in Materials Science & Engineering that crosses traditional departmental and school boundaries. The field of materials science and engineering focuses on the study, development and application of new materials with desirable properties, with the goal of enabling new products and superior performance regimes. Disciplines in the physical sciences (e.g., chemistry, physics) play a central role in developing the fundamental knowledge that is needed to design materials for a variety of engineering applications (e.g., mechanical engineering, electrical engineering, biomedical engineering). Building on training that spans from fundamental to applied sciences, materials scientists and engineers integrate this fundamental knowledge to develop new materials and match them with appropriate technological needs.

The IMSE is well positioned to address the needs of a student seeking a truly interdisciplinary experience. The IMSE brings together a diverse group of faculty from departments in Arts & Sciences, the McKelvey School of Engineering, and the School of Medicine. The IMSE also oversees shared research and instrument facilities, develops partnerships with industry and national laboratories, and facilitates outreach activities.

Current focused areas of research and advanced graduate education within the IMSE include the following:

- Artificial intelligence in materials discovery and design
- Biomedical, bio-derived, and bio-inspired materials
- Materials for energy and environmental technologies
- Quantum and photonic materials and devices

Contact: Beth Gartin  
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Website: <http://imse.wustl.edu>

## Faculty

### Director

**Katharine M. Flores** (<https://engineering.wustl.edu/faculty/Katharine-Flores.html>)

Christopher I. Byrnes Professor, Mechanical Engineering & Materials Science

PhD, Stanford University

Professor Flores' primary research interest is the mechanical behavior of high-performance structural materials, with particular emphasis on understanding structure-processing-property relationships in bulk metallic glasses and their composites.

### Professors

**Jianjun Guan** (<https://engineering.wustl.edu/faculty/Jianjun-Guan.html>)

Professor, Mechanical Engineering & Materials Science  
PhD, Zhejiang University

Professor Guan's research interests are in biomimetic biomaterials synthesis and scaffold fabrication; bioinspired modification of biomaterials; injectable and highly flexible hydrogels; bioimageable polymers for MRI and EPR imaging and oxygen sensing; mathematical modeling of scaffold structural and mechanical properties; stem cell differentiation; neural stem cell transplantation for brain tissue regeneration; and bone and cardiovascular tissue engineering.

**Kenneth F. Kelton** (<https://physics.wustl.edu/people/kenneth-f-kelton/>)

Arthur Holly Compton Professor of Arts & Sciences, Physics  
PhD, Harvard University

Professor Kelton is involved in the study and production of titanium-based quasicrystals and related phases; fundamental investigations of time-dependent nucleation processes; modeling of oxygen precipitation in single crystal silicon; structure of amorphous materials; relation between structure and nucleation barrier; and hydrogen storage in quasicrystals.

**Vijay Ramani** (<https://engineering.wustl.edu/Profiles/Pages/Vijay-Ramani.aspx>)

Roma B. & Raymond H. Wittcoff Distinguished University Professor of Environment & Energy  
PhD, University of Connecticut

Vijay Ramani's research interests lie at the confluence of electrochemical engineering, materials science and renewable and sustainable energy technologies. The National Science Foundation, Office of Naval Research, ARPA-E, and Department of Energy have funded his research, with mechanisms including an NSF CAREER award (2009) and an ONR Young Investigator Award (ONR-YIP; 2010).

**Srikanth Singamaneni (<https://engineering.wustl.edu/Profiles/Pages/Srikanth-Singamaneni.aspx>)**

The Lilyan & E. Lisle Hughes Professor, Mechanical Engineering & Materials Science  
PhD, Georgia Institute of Technology

Professor Singamaneni's research interests include plasmonic engineering in nanomedicine (in vitro biosensing for point-of-care diagnostics, molecular bioimaging, nanotherapeutics); photovoltaics (plasmonically enhanced photovoltaic devices); surface-enhanced Raman scattering (SERS)-based chemical sensors, with particular emphasis on the design and fabrication of unconventional and highly efficient SERS substrates; hierarchical organic/inorganic nanohybrids as multifunctional materials; bioinspired structural and functional materials; polymer surfaces and interfaces; responsive and adaptive materials and scanning probe microscopy; and surface force spectroscopy of soft and biological materials.

**Fuzhong Zhang (<https://engineering.wustl.edu/faculty/Fuzhong-Zhang.html>)**

Professor, Energy, Environmental & Chemical Engineering  
PhD, University of Toronto

Professor Zhang's research focuses on developing synthetic biology tools and systems for the sustainable production of structurally defined chemicals and high-performance materials. Current research projects include the following: (1) engineering microbial metabolic dynamics and heterogeneity; (2) engineering metabolic pathways to produce structure-defined biofuels and chemicals; and (3) developing microbial factories to produce high-performance materials.

## Associate Professors

**Peng Bai (<https://engineering.wustl.edu/faculty/Peng-Bai.html>)**

Associate Professor, Energy, Environmental & Chemical Engineering  
PhD, Tsinghua University, Beijing

Professor Bai's research focuses on the development of next-generation batteries. Knowledge and tools developed in the Bai Group also apply to and benefit the design of other electrochemical energy systems, like supercapacitors and fuel cells.

**Mikhail Y. Berezin (<https://profiles.wustl.edu/en/persons/mikhail-berezin/>)**

Associate Professor, Radiology  
PhD, Moscow Institute of Oil and Gas/Institute of Organic Chemistry

Dr. Berezin's lab focuses on the development of novel optically active probes ranging from small molecules to nanoparticles and the development of optical instrumentation for spectroscopy and imaging using knowledge of excited states. The lab's research interest lies in the investigation and application of molecular excited states and their reactions for medical imaging and clinical treatment.

**Marcus Foston (<https://engineering.wustl.edu/faculty/Marcus-Foston.html>)**

Associate Professor, Energy, Environmental & Chemical Engineering  
PhD, Georgia Institute of Technology

Professor Foston's research program seeks to develop innovative and novel routes to exploit and utilize lignocellulosic biomass by taking advantage of materials involved in industries such as agriculture, papermaking, and forestry products.

**Erik Henriksen (<https://physics.wustl.edu/people/erik-henriksen/>)**

Associate Professor, Physics  
PhD, Columbia University

Professor Henriksen's lab research is centered on the properties of electrons confined to two dimensions. This remarkable system has yielded a tremendous amount of interesting and important physics over the past several decades, from the integer and fractional quantum Hall effects to the groundbreaking discoveries of graphene and other atomically thin crystals and especially to the recent realization of the topological nature of the electronic structure of a surprising number of materials both novel and familiar.

**Song Hu (<https://engineering.wustl.edu/faculty/Song-Hu.html>)**

Associate Professor, Biomedical Engineering  
PhD, Washington University in St. Louis

Professor Hu's research focuses on the development of cutting-edge optical and photoacoustic technologies for high-resolution structural, functional, metabolic and molecular imaging in vivo and their applications in neurovascular disorders, cardiovascular diseases, regenerative medicine, and cancer.

**Matthew Lew (<https://engineering.wustl.edu/faculty/Matthew-Lew.html>)**

Associate Professor, Electrical & Systems Engineering  
PhD, Stanford University

Professor Lew and his students build advanced imaging systems to study biological and chemical systems at the nanoscale, leveraging innovations in applied optics, signal and image processing, design optimization, and physical chemistry. Their advanced nanoscopes (microscopes with nanometer resolution) visualize the activity of individual molecular machines inside and outside living cells. Examples of new technologies developed in the Lew Lab include (1) using tiny fluorescent molecules as sensors that can detect amyloid proteins; (2) designing new "lenses" to create imaging systems that can visualize how molecules move and tumble; and (3) new imaging software that minimizes artifacts in super-resolution images.

**Xianglin Li (<https://engineering.wustl.edu/faculty/Xianglin-Li.html>)**

Associate Professor, Mechanical Engineering & Materials Science  
PhD, University of Connecticut

Professor Li's research interests are in batteries and fuel cells, including direct methanol fuel cells, lithium-oxygen batteries and battery thermal management; transport phenomena in porous media; greenhouse gas emissions and full fuel cycle analysis of fossil fuels; and life cycle assessment and economic analysis of advanced energy techniques, among others.

**Mark Meacham (<https://engineering.wustl.edu/faculty/Mark-Meacham.html>)**

Associate Professor, Mechanical Engineering & Materials Science  
PhD, Georgia Institute of Technology

Professor Meacham's research interests include microfluidics, micro-electromechanical systems (MEMS) and associated transport phenomena, with application to design, development and testing of novel energy systems and life sciences tools, from scalable micro-/nanotechnologies for improved heat and mass exchangers to MEMS-based tools for manipulation and investigation of cellular processes. He is also interested in the behavior of jets and/or droplets of complex fluids during ejection from microscopic orifices, which is critical to applications as disparate as biological sample preparation and additive manufacturing.

**Rohan Mishra (<https://engineering.wustl.edu/faculty/Rohan-Mishra.html>)**

Associate Professor, Mechanical Engineering & Materials Science  
PhD, Ohio State University

Professor Mishra's research interest is to develop quantitative structure-property correlations in materials starting from the atomic scale. To develop such correlations, his group synergistically combines electronic structure calculations with atomic-resolution electron microscope imaging and spectroscopy. The end goal is the rational design of materials with properties tailored for electronic, optical, magnetic and energy applications. Current research topics include perovskite materials for photovoltaic and optoelectronic applications, novel electrocatalysts, oxidizers, and wide-bandgap semiconductors.

**Michelle Oyen (<https://engineering.wustl.edu/faculty/Michelle-Oyen.html>)**

Associate Professor, Biomedical Engineering  
PhD, University of Minnesota

Professor Oyen has a background in materials and biomechanics and has worked on many problems within tissue mechanics and biomimetic materials. For over twenty years, she has had an increasing interest in pregnancy and women's health research, particularly in engineering approaches for prevention of and intervention into preterm birth.

**Jai Rudra (<https://engineering.wustl.edu/faculty/Jai-Rudra.html>)**

Associate Professor, Biomedical Engineering  
PhD, Louisiana Tech University

Jai Rudra's lab is interested in the development of nanoscale biomaterials such as nanofibers, nanoparticles, virus-like particles, and hydrogels for engaging the immune system to induce protective antibody and cell-mediated immune responses against diseases such as tuberculosis, melanoma, and flavivirus infections (i.e., West Nile and Zika). He is also investigating the development of vaccines against drugs of addiction such as cocaine.

**Elijah Thimsen (<https://engineering.wustl.edu/faculty/Elijah-Thimsen.html>)**

Associate Professor, Energy, Environmental & Chemical Engineering  
PhD, Washington University in St. Louis

Professor Thimsen's research focus is on the synthesis of nanostructured materials and molecular chemicals using non-equilibrium plasma and aerosol approaches.

**Chuan Wang (<https://engineering.wustl.edu/faculty/Chuan-Wang.html>)**

Associate Professor, Electrical & Systems Engineering  
PhD, University of Southern California

Professor Wang's research focus is on two-dimensional semiconductor nanoelectronics and optoelectronics, stretchable electronics, printed electronics, and sensors and actuators.

## Assistant Professors

**Sang-Hoon Bae (<https://engineering.wustl.edu/faculty/Sang-Hoon-Bae.html>)**

Assistant Professor, Mechanical Engineering & Materials Science  
PhD, University of California, Los Angeles

Professor Bae's research group focuses on tackling the challenges in materials science with thermodynamics, kinetics, and solid-state physics.

**Nathaniel Huebsch (<https://engineering.wustl.edu/faculty/Nathaniel-Huebsch.html>)**

Assistant Professor, Biomedical Engineering  
PhD, Harvard University

Professor Huebsch's research focus is in basic and translational stem cell mechanobiology, with specific focus on hydrogels to control cell-mediated tissue repair and three-dimensional, iPSC-based heart-in-a-dish models to study the influence of mechanical loading and genetics on arrhythmia and contractility.

**Mark Lawrence (<https://engineering.wustl.edu/faculty/Mark-Lawrence.html>)**

Assistant Professor, Electrical & Systems Engineering  
PhD University of Birmingham

Professor Lawrence and his lab are harnessing breakthroughs in nanoscale engineering to push the limits of light-based technologies, targeting applications ranging from all-optical computing and quantum communication to metrology and biosensing.

**Sheng Ran (<https://physics.wustl.edu/people/sheng-ran/>)**

Assistant Professor, Physics  
PhD, Iowa State University

Professor Ran's research aims to realize and understand exotic states of quantum materials using combined techniques of bulk crystal synthesis, electric and thermal transport measurements under extreme temperature, pressure and magnetic field conditions, and neutron and high-energy X-ray scattering.

**Patricia Weisensee (<https://engineering.wustl.edu/faculty/Patricia-Weisensee.html>)**

Assistant Professor, Mechanical Engineering & Materials Science  
PhD, University of Illinois at Urbana-Champaign

Professor Weisensee's work focuses on understanding the interplay of fluid dynamics, heat transfer, and liquid-solid interactions of droplets and other multi-phase systems. Practical applications of interest are phase change heat transfer for thermal management, thermal storage, water harvesting, metallic additive manufacturing, and droplet interactions with biological and natural systems.

**Chong Zu (<https://physics.wustl.edu/people/chong-zu/>)**

Assistant Professor, Physics  
PhD, Tsinghua University

Professor Zu's research interests lie at the interface between atomic, molecular, and optical physics; condensed matter physics; and quantum information.

## Degree Requirements

### Interdisciplinary PhD in Materials Science & Engineering

To earn a PhD degree, students must complete the requirements of the McKelvey School of Engineering, along with program-specific requirements. Courses include the following:

- Four IMSE Core Courses (12 units)

| Code                     | Title  | Units     |
|--------------------------|--|-----------|
| MEMS 5610                | Quantitative Materials Science & Engineering                                 | 3         |
| MEMS 5619<br>or EECE 502 | Thermodynamics of Materials<br>Advanced Thermodynamics in EECE               | 3         |
| Physics 537              | Kinetics of Materials  | 3         |
| Chem 5620                | Solid-State and Materials Chemistry (or<br>Physics 5072 Solid State Physics) | 3         |
| <b>Total Units</b>       |  | <b>12</b> |

- Two semesters of IMSE 500 First-Year Research Rotation (6 units)
- Three courses (9 units) from a preapproved list of Materials Science & Engineering electives
- A minimum of three graduate-level technical elective courses (9 units) in mathematics or any science or engineering department, to reach a total of at least 36 academic credit units
  - A maximum of 3 units of IMSE 505 Material Science Journal Club will be permitted toward this requirement.
  - Any 400-level courses not included on the preapproved list of Materials Science & Engineering electives must be approved by the Graduate Studies Committee.
- A maximum of 12 units of 400-level courses may be applied toward the required 36 academic credit units. Undergraduate-only courses (below the 400 level) are generally not permitted and may not be used to fulfill this requirement.
- IMSE 501 IMSE Graduate Seminar every semester of full-time enrollment

- 18 to 36 units of IMSE 600 Doctoral Research (Students must identify an IMSE faculty member willing and able to support their dissertation research on a materials-related topic.)
- Students must maintain a grade-point average of at least 3.0 for all graded courses and have no more than one grade of B- or below in a core course or a Materials Science & Engineering elective.

**Additional program requirements include the following:**

- Pass the IMSE Qualifying Examination (oral and written components)
- Identify an IMSE graduate program faculty member willing and able to support the student's dissertation research on a materials-related topic
- Maintain satisfactory research progress on a topic in materials science and engineering, as determined by the dissertation advisor and the mentoring committee
- Successfully complete research ethics training by the end of the third semester
- Successfully complete teaching requirements by the end of the third year:
  - Attend two or more Teaching Center workshops
  - Complete 15 units of Mentored Teaching Experience
- Successfully complete the dissertation proposal and presentation, with approval from the dissertation examination committee
- Successfully complete and defend a PhD dissertation, with final approval from the dissertation examination committee

**Failure to meet these requirements will result in dismissal from the program.**

## Recommended Course Plan

### Year 1

#### Fall Semester (12 credits)

- IMSE First-Year Research Rotation (IMSE 500)
- IMSE Graduate Seminar (IMSE 501)
- Quantitative Materials Science & Engineering (MEMS 5610)
- Thermodynamics of Materials (MEMS 5619) (or elective if taking Advanced Thermodynamics in EECE (EECE 502) in the spring)
- Solid-State and Materials Chemistry (Chem 5620) (or elective if taking Solid State Physics (Physics 5072) in the spring)

#### Spring Semester (12 credits)

- IMSE First-Year Research Rotation (IMSE 500)
- IMSE Graduate Seminar (IMSE 501)
- Kinetics of Materials (Physics 537)
- Solid State Physics (Physics 5072) (if Chem 5620 not taken in the fall) or elective
- Advanced Thermodynamics in EECE (EECE 502) (if MEMS 5619 not taken in the fall) or elective

#### Summer

- Begin dissertation research
- Prepare for IMSE Qualifying Examination (typically taken in August):
  - Written document and oral presentation on research rotation
  - Oral examination on fundamentals from core courses
- Participate in Graduate Student Mentored Teaching Orientation offered in August by the Center for Teaching and Learning (if not completed during the fall orientation)

## Years 2 and Beyond

- Complete remaining electives (discuss with dissertation advisor)
- IMSE Graduate Seminar (IMSE 501)
- Doctoral Research (IMSE 600)
- Teaching requirements (to be completed by the end of the third year):
  - Attend two or more Teaching Center workshops
  - Complete 15 units of Mentored Teaching Experience
- Regular meetings (at least once per year) with the mentoring committee
- Dissertation proposal and presentation (fifth semester)
- Dissertation and oral defense

## Mathematics and Statistics

The Department of Mathematics and Statistics offers two master's degrees (one in mathematics and one in statistics) and two doctoral degrees (one in mathematics and one in statistics). The areas of study for mathematics include algebra, algebraic geometry, real and complex analysis, differential geometry, and topology. The areas of study for statistics are mathematical statistics, survival analysis, modeling, statistical computing for massive data, Bayesian regulation, bioinformatics, longitudinal and functional data analysis, statistical computation, asymptotic theory, objective Bayes, bootstrap, post-selection inference, and the application of statistics to medicine. Because it is difficult to make up coherent programs for students entering in the middle of the year, students are ordinarily admitted only in the fall.

When they first arrive, graduate students have the opportunity to share common concerns and to become acquainted. One of the most attractive features of our program is the friendly and supportive atmosphere that develops among our graduate students. Advanced courses in the Washington University mathematics and statistics department can build on the common background shared by all students. As a result, these courses are richer and nearer to the level of PhD work than typical advanced courses.

Students typically complete the PhD program in five years, and those students may expect up to five years of support. Continuation of support each year is dependent upon normal progress toward the degree and the satisfactory performance of duties. A student who comes to Washington University with advanced preparation may finish in less time. On the other hand, some students find that it is advisable for them to take preparatory math courses before attempting

the qualifying courses. In special cases, the time schedule may be lengthened accordingly. Each student should plan to develop a close relationship with their thesis advisor so that the advisor may have a realistic idea of the student's progress.

Graduate study in mathematics or statistics is not for everyone. Entering students usually find that the time and effort required to succeed goes well beyond anything they encountered as undergraduates. Success requires both ample mathematical ability and the determination to grapple with a subject for many days or weeks until the light of understanding shines through, and the experience can be daunting. Those who continue in their studies are largely those for whom the pleasure of attaining that understanding more than compensates for the required effort. For such persons, the life of a mathematician can be richly rewarding.

**Email:** Gregory Knese, Director of Graduate Studies  
([geknese@wustl.edu](mailto:geknese@wustl.edu)), or Mary Ann Stenner ([stenner@wustl.edu](mailto:stenner@wustl.edu))

Phone: 314-935-6760

Website: <http://wumath.wustl.edu/graduate>

## Faculty

### Chair

**John Shareshian** (<https://math.wustl.edu/people/john-shareshian/>)

PhD, Rutgers University

Algebraic and topological combinatorics

### Directors

**José Figueroa-López** (<https://math.wustl.edu/people/jose-e-figueroa-lopez/>)

Director of Undergraduate Studies

Professor of Mathematics and Statistics

PhD, Georgia Institute of Technology

Statistics; probability and stochastic processes; mathematical finance

**Gregory Knese** (<https://math.wustl.edu/people/gregory-knese/>)

Director of Graduate Studies

Associate Professor of Mathematics and Statistics

PhD, Washington University

Complex function theory; operators; harmonic analysis

### Endowed Professors

**Soumendra Lahiri** (<https://math.wustl.edu/people/soumendra-lahiri/>)

Stanley A. Sawyer Professor

PhD, Michigan State University

Mathematical statistics; data science

**John E. McCarthy** (<https://math.wustl.edu/people/john-e-mccarthy/>)

Spencer T. Olin Professor of Mathematics

PhD, University of California, Berkeley

Analysis; operator theory; one and several complex variables

**Rachel Roberts** (<https://math.wustl.edu/people/rachel-roberts/>)

Elinor Anheuser Professor of Mathematics  
PhD, Cornell University  
Low-dimensional topology

## Professors

**Quo-Shin Chi** (<https://math.wustl.edu/people/quo-shin-chi/>)

PhD, Stanford University  
Differential geometry

**Renato Feres** (<https://math.wustl.edu/people/renato-feres/>)

PhD, California Institute of Technology  
Differential geometry; dynamical systems

**José Figueroa-López** (<https://math.wustl.edu/people/jose-e-figueroa-lopez/>)

PhD, Georgia Institute of Technology  
Statistics; probability and stochastic processes; mathematical finance

**Matthew Kerr** (<https://math.wustl.edu/people/matthew-kerr/>)

PhD, Princeton University  
Algebraic geometry; Hodge theory

**Steven G. Krantz** (<https://math.wustl.edu/people/steven-g-krantz/>)

PhD, Princeton University  
Several complex variables; geometric analysis

**Nan Lin** (<https://math.wustl.edu/people/nan-lin/>)

PhD, University of Illinois at Urbana-Champaign  
Statistics

**Xiang Tang** (<https://math.wustl.edu/people/xiang-tang/>)

PhD, University of California, Berkeley  
Symplectic geometry; noncommutative geometry; mathematical physics

**Brett Wick** (<https://math.wustl.edu/people/brett-wick/>)

PhD, Brown University  
Complex analysis; harmonic analysis; operator theory; several complex variables

**Mladen Victor Wickerhauser** (<https://math.wustl.edu/people/mladen-victor-wickerhauser/>)

PhD, Yale University  
Harmonic analysis; wavelets; numerical algorithms for data compression

## Associate Professors

**Roya Beheshti Zavareh** (<https://math.wustl.edu/people/roya-beheshti-zavareh/>)

PhD, Massachusetts Institute of Technology  
Algebraic geometry

**Jimin Ding** (<https://math.wustl.edu/people/jimin-ding/>)

PhD, University of California, Davis  
Statistics

**Gregory Knese** (<https://math.wustl.edu/people/gregory-knese/>)

PhD, Washington University  
Complex function theory; operators; harmonic analysis

**Todd Kuffner** (<https://math.wustl.edu/people/todd-kuffner/>)

PhD, Imperial College London  
Statistics; likelihood; asymptotics; econometrics

**Debashis Mondal** (<https://math.wustl.edu/people/debashis-mondal/>)

PhD, University of Washington  
Statistics

**Ari Stern** (<https://math.wustl.edu/people/ari-stern/>)

PhD, California Institute of Technology  
Geometric numerical analysis; computational mathematics

## Assistant Professors

**Aliakbar Daemi** (<https://math.wustl.edu/people/aliakbar-daemi/>)

PhD, Harvard University  
Gauge theory; low-dimensional topology; symplectic geometry

**Laura Escobar Vega** (<https://math.wustl.edu/people/laura-escobar-vega/>)

PhD, Cornell University  
Combinatorics; algebraic geometry

**Steven Frankel** (<https://math.wustl.edu/people/steven-frankel/>)

PhD, University of Cambridge  
Geometric topology; dynamics

**Wanlin Li** (<https://math.wustl.edu/people/wanlin-li/>)

PhD, University of Wisconsin-Madison  
Number theory; arithmetic geometry

**Robert Lunde** (<https://math.wustl.edu/people/robert-lunde/>)

PhD, Carnegie Mellon University  
Statistical network analysis; time series; resampling methods; high-dimensional statistics

**Martha Precup** (<https://math.wustl.edu/people/martha-precup/>)

PhD, University of Notre Dame  
Applications of Lie theory to algebraic geometry and the related combinatorics

**Donsub Rim** (<https://math.wustl.edu/people/donsub-rim/>)

PhD, University of Washington  
Applied mathematics

**Yanli Song** (<https://math.wustl.edu/people/yanli-song/>)

PhD, Pennsylvania State University  
Noncommutative geometry; symplectic geometry; representation theory

## Professors Emeriti

**Lawrence Conlon** (<https://math.wustl.edu/people/lawrence-conlon/>)

PhD, Harvard University  
Differential topology

**Ron Freiwald** (<https://math.wustl.edu/people/ron-freiwald/>)

PhD, University of Rochester  
General topology

**Gary R. Jensen** (<https://math.wustl.edu/people/gary-r-jensen/>)

PhD, University of California, Berkeley  
Differential geometry

**N. Mohan Kumar** (<http://math.wustl.edu/people/n-mohan-kumar/>)

PhD, Bombay University  
Algebraic geometry; commutative algebra

**Robert McDowell** (<https://math.wustl.edu/people/robert-mcdowell/>)

PhD, Purdue University  
General topology

**Richard Rochberg**

PhD, Harvard University  
Complex analysis; interpolation theory

**Jack Shapiro** (<https://math.wustl.edu/people/jack-shapiro/>)

PhD, City University of New York  
Algebraic K-theory

**Edward Spitznagel** (<https://math.wustl.edu/people/edward-spitznagel/>)

PhD, University of Chicago  
Statistics; statistical computation; application of statistics to medicine

**Edward N. Wilson** (<https://math.wustl.edu/people/edward-n-wilson/>)

PhD, Washington University  
Harmonic analysis; differential geometry

**David Wright** (<https://math.wustl.edu/people/david-wright/>)

PhD, Columbia University  
Affine algebraic geometry; polynomial automorphisms

## William Chauvenet Postdoctoral Lecturers

**Nilanjan Chakraborty** (<https://math.wustl.edu/people/nilanjan-chakraborty/>)

PhD, Michigan State University  
High dimensional inference; time series; bootstrap

**Michael Landry** (<http://math.wustl.edu/people/michael-landry/>)

PhD, Yale University  
Low-dimensional geometry; topology

**Andrew Walton Green** (<https://math.wustl.edu/people/andrew-walton-green/>)

PhD, Clemson University  
Harmonic analysis; partial differential equations

**Ben Wormleighton** (<https://math.wustl.edu/people/ben-wormleighton/>)

PhD, University of California, Berkeley  
Algebraic and symplectic geometry

## Postdoctoral Lecturers

**Chetkar Jha** (<https://math.wustl.edu/people/chetkar-jha/>)

PhD, University of Missouri–Columbia  
Hierarchical Bayesian methods; high-dimensional data analysis; network analysis with applications to biomedical datasets such as single-cell RNA sequencing datasets; SNP genotyping datasets

**Minh Nguyen** (<https://math.wustl.edu/people/minh-nguyen/>)

PhD, University of Arkansas  
Gauge theory; low dimensional topology

**Rudy Rodsphon** (<https://math.wustl.edu/people/rudy-rodsphon/>)

PhD, Vanderbilt University  
Noncommutative geometry

**Angel Roman** (<https://math.wustl.edu/people/angel-roman/>)

PhD, Pennsylvania State University  
Representation theory; operator algebras

**Jesus Sanchez** (<https://math.wustl.edu/people/jesus-sanchez/>)

PhD, Pennsylvania State University  
Noncommutative index theory; cyclic cohomology; spin Riemannian geometry, high dimensional gauge theory

**Joel Villatoro** (<https://math.wustl.edu/people/joel-villatoro/>)

PhD, University of Illinois at Urbana–Champaign  
Differential geometry; Poisson geometry; singular spaces

**Bowen Xie** (<https://math.wustl.edu/people/bowen-xie/>)

PhD, Iowa State University  
Queueing theory; stochastic control problems; mathematical finance

**Jay Yang** (<https://math.wustl.edu/people/jay-yang/>)

## Senior Lecturer

**Abigail Jager** (<https://math.wustl.edu/people/abigail-jager/>)

PhD, University of Chicago  
Statistics; causal inference

## Lecturers

**Silas Johnson** (<https://math.wustl.edu/people/silas-johnson/>)

PhD, University of Wisconsin–Madison  
Algebraic number theory; arithmetic statistics

**Karl Schaefer** (<https://math.wustl.edu/people/karl-schaefer/>)

PhD, University of Chicago  
Algebraic number theory

## Associate Director of Undergraduate Studies

**Blake Thornton** (<https://math.wustl.edu/people/blake-thornton/>)

PhD, University of Utah  
Geometric topology

## Degree Requirements

### Master of Arts in Mathematics

**General requirements:** There are 36 units of graduate-level course work required, with or without a thesis; 6 units may be for thesis research. The minimum residence requirement is one full academic year of graduate study. If the department consents, a student may transfer up to 6 units from other universities. A grade point average of B (3.0) or better must be maintained in graduate course work.

**Course requirements:** There are four basic graduate course sequences in pure mathematics: Math 5021 Complex Analysis I–Math 5022 Complex Analysis II, Math 5031 Algebra I–Math 5032 Algebra II, Math 5045 Geometry/Topology I: Algebraic Topology–Math 5046 Geometry/Topology II: Differential Topology or Math 5047 Geometry/Topology III: Differential Geometry, and Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II. A candidate for the AM in Mathematics must include two of these sequences (12 units) in the required 36 units. Each student, in consultation with their advisor, selects the remaining 24 units according to the student's interests and needs.

### Master of Arts in Statistics

**General requirements:** There are 36 units of course work required and an optional thesis; 3 units may be for thesis research. The minimum residence requirement is one full academic year of graduate study. A GPA of B (3.0) or better must be maintained in graduate courses.

**Optional thesis requirements:** To be eligible for the thesis option, a student must maintain a cumulative GPA of 3.5 or higher in the first 18 units of courses satisfying the program requirements.

**Course requirements:** The student must take (or have taken) the following six required courses in mathematics or their equivalents:

One of the following two sequences:

| Required   | Units |
|--|-------|
| Probability; Mathematical Statistics<br>or Theory of Statistics I & II | 6     |

plus:

| Required  | Units |
|---|-------|
| Linear Statistical Models   | 3     |
| Bayesian Statistics   | 3     |
| Statistical Computation or a suitable substitute<br>elective approved by the department | 3     |
| Practical Training  | 3     |

If an equivalent course has been taken and proficiency in the course material has been demonstrated, other 500-level and above electives may be substituted in consultation with the advisor. Additional 500-level or higher electives will be chosen by the student in consultation with their advisor to make up the 36 units.

### Master's Degree in Statistics for Political Science PhD Students

**General requirements:** This program is a tailored master's degree in statistics for graduate students in political science. Note that, while the program is designed to serve political science graduate students, it is run by the Department of Mathematics and Statistics. Students interested in this program will need to begin their additional course work during their third year of study (or before). Students are encouraged to apply for the program in their third year, but they may prefer to try the additional courses first.

#### Requirements for admission:

- To be eligible for this program, students must have already passed Pol Sci 5052 Mathematical Modeling in Political Science, Pol Sci 581 Quantitative Political Methodology I, and Pol Sci 582 Quantitative Political Methodology II and earned a grade of A- or A in these courses. Although exceptions have been made in the grade requirements at the request of political science faculty, this decision is up to the Department of Mathematics and Statistics.
- Students must obtain permission from the methodology field committee in the Department of Political Science.
- Students must formally apply to the Department of Mathematics and Statistics Master of Arts program.

**Modified course requirements for the degree:** Students must meet the core course requirements for the traditional Master of Arts in Statistics (typically five courses), with two exceptions:

- Math 5130 Linear Statistical Models may be replaced with Pol Sci 581 Quantitative Political Methodology I and Pol Sci 582 Quantitative Political Methodology II, with 3 additional credits produced.
- Math 591 Practical Training in Statistics is not required.

There are three political science courses that count toward this master's degree in statistics that are required of all political science graduate students:

- Pol Sci 506 Theories of Individual and Collective Choice II
- Pol Sci 581 Quantitative Political Methodology I
- Pol Sci 582 Quantitative Political Methodology II

These additional details make a total 21 credits: 15 required credits from statistics courses, plus 3 additional credits from substituting Pol Sci 581 and Pol Sci 582 for Math 5130 Linear Statistical Models, plus 3 credits from Pol Sci 506. Outstanding students who wish to not make the substitution can take Math 5130 Linear Statistical Models and one additional math elective, but only with permission. The remaining 15 credits are completed through electives and an optional thesis.

Students may choose any electives acceptable for the traditional Master of Arts in Statistics. The following additional electives are also available for students in this program:

- Pol Sci 5024 Causal Inference
- Pol Sci 5625 Applied Statistical Programming
- Pol Sci 583 Topics in Quantitative Political Methodology: Computational Social Science

**Thesis:** To be eligible for the thesis option, a student must maintain a cumulative grade point average of 3.5 or above in the first two semesters (or 18 units) of course work satisfying the program requirements. A maximum of 3 units may be used for thesis research. The thesis must be supervised by faculty with an appointment in Mathematics and Statistics (e.g., a faculty member with a joint appointment in Political Science and Mathematics and Statistics).

## PhD in Mathematics

No one can earn a doctorate merely by completing specified courses of study. The doctoral candidate must demonstrate high scholarship and the ability to perform significant original research in mathematics.

**General requirements:** Completion of the PhD requires four full years of graduate study (72 units), with at least 48 units completed in residence at Washington University. The student must spend at least one academic year as a full-time student; this requirement cannot be met wholly by summer sessions or part-time study. The student may, with departmental permission, transfer a maximum of 24 graduate credits from other universities. The typical course load is 9 credit units per semester. A GPA of B (3.0) or better is required in graduate course work.

Graduate students in mathematics may ordinarily expect up to five years of support. Continuation of support each year is dependent upon normal progress toward the degree and the satisfactory performance of duties.

For the well-prepared student, "normal progress" usually means the following:

- At the end of the second year, the student has successfully completed the specific course requirements and passed six qualifying exams.
- At the end of the third year, the student has successfully completed the candidacy requirement.
- At the end of the fourth year, the student has completed the 72-unit course requirement and is making substantial progress on a thesis.

Students must also complete the Teaching Seminar course (Math 597 Teaching Seminar). This course prepares them for both Assistant to the Instructor work and academic teaching duties, which are integral to all scholarly activities. For a typical PhD student, the course is taken twice: once in the spring of the first year and again in the fall of the second year. Each student will have departmental duties (e.g., grading, proctoring) of no more than 15 hours per week as Assistant to the Instructor. Students must also complete a Professional Development course (Math 598 Mathematical Professional Development).

Please note that the sequence outlined above is for "well-prepared" students. The exact point at which any student enters the sequence depends on their ability and background. When warranted, deviation from the normal sequence is permissible, and a tailored program that fits the student's ability and background will be followed.

**Specific course requirements:** The 72 units of course work must include eight of the following nine courses: Math 5031 Algebra I–Math 5032 Algebra II, Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II, Math 5021 Complex Analysis I–Math 5022 Complex Analysis II, and Math 5045 Geometry/Topology I: Algebraic Topology–Math 5047 Geometry/Topology III: Differential Geometry. Students may omit one of the following courses when satisfying the course requirement: Math 5022 Complex Analysis II, Math 5047 Geometry/Topology III: Differential Geometry, or Math 5052 Measure Theory and Functional Analysis II. To satisfy the breadth requirement, the student must pass the required courses with a B (3.0) or better. The courses are typically offered in the following time frame:

Fall: Algebra I, Real Analysis, Complex Analysis I, Algebraic Topology, Differential Geometry

Spring: Algebra II, Functional Analysis, Complex Analysis II, Differential Topology

In exceptional circumstances, departmental permission may be requested to replace required courses with suitable alternatives. The student may also petition the department to waive one or more of these courses because of work completed previously.

It is in each student's best interest to take the courses that contain the material covered in the qualifying exams as soon as their individual program allows. Sequels to these courses, at the 500 level, are frequently offered. The qualifying exam courses are generally prerequisites to these 500-level courses.

**Language requirement:** All students must demonstrate proficiency in English.

If English is not the student's native language, they must pass an oral English proficiency exam with a grade of 3 or better. If the student does not score a 3 the first time they take the exam, the director of English Language Programs for Arts & Sciences will recommend that the student take one or more classes to improve reading, writing, pronunciation, listening, or speaking skills. After the recommended classes have been completed, the student is required to retake the English proficiency exam. Once the student has demonstrated the ability to handle teaching a class (by scoring a 3 or better on the exam), they will qualify for Assistant to the Instructor or Course Instructor duties.

**Qualifying examinations and candidacy requirements:** The qualifying exam and candidacy requirement constitute two separate requirements. The qualifying exam is a series of six written tests that cover a range of topics; the candidacy requirement is an oral presentation and thesis proposal.

The written tests cover the material in one semester of courses:

Math 5021 Complex Analysis I, Math 5022 Complex Analysis II, Math 5031 Algebra I, Math 5032 Algebra II, Math 5045 Geometry/Topology I: Algebraic Topology, Math 5046 Geometry/Topology II: Differential Topology, Math 5047 Geometry/Topology III: Differential Geometry, Math 5051 Measure Theory and Functional Analysis I, and Math 5052 Measure Theory and Functional Analysis II. To satisfy the written exam requirement, the student must pass six out of the nine possible qualification exams, with the requirement that two be from Math 5021 Complex Analysis I, Math 5022 Complex Analysis II, Math 5051 Measure Theory and Functional Analysis I, or Math 5052 Measure Theory and Functional Analysis II; two be from Math 5045 Geometry/Topology I: Algebraic Topology, Math 5046 Geometry/Topology II: Differential Topology, or Math 5047 Geometry/Topology III: Differential Geometry; and two be from Math 5031 Algebra I and Math 5032 Algebra II. To satisfy the qualification examination requirement, the student must pass the final exam for the course with an A- or better.

Because each course varies somewhat in content from year to year, it is recommended that the student take the exams at the conclusion of the course in which they are enrolled. No advantage is gained by delaying the exam. It is required to finish all six qualification exams by the end of the second year of study.

Some students will enter the PhD program with previously acquired expertise in one or more of the required courses. This situation sometimes happens with students who transfer from other PhD programs or who come from certain foreign countries. Such students may formally petition the chair of the graduate committee to be exempted from the appropriate course and its qualifying exam. The petition must be accompanied by hard evidence (e.g., published research, written testimony from experts, records of equivalent courses, examinations and the grades achieved on them). The graduate committee will make the final judgment on all exemption requests.

Once the written phase of the qualifying process is complete, the student is ready to begin specialized study. By the third year of study, the student must complete the candidacy requirement. The student must form a preliminary thesis committee called a *Research Advisory Committee* that includes their advisor and at least two other faculty members. In discussion with the advisor and the preliminary thesis committee, the student will select a topic and a body of literature related to this topic. The student will prepare a one-hour oral presentation related to the topic and a two-page thesis proposal that demonstrates mastery of the selected topic. The oral presentation is designed to expedite specialized study and to provide guidance toward the thesis. The preparatory work for the thesis proposal often becomes the foundation on which the thesis is constructed.

After the student completes the candidacy requirement, work on the thesis begins.

**The dissertation and thesis defense:** The student's dissertation is the single most important requirement for the PhD degree. It must be an original contribution to mathematical knowledge and is the student's opportunity to conduct significant independent research.

It is the student's responsibility to find a thesis advisor who is willing to guide their research. Since the advisor should be part of the candidacy requirement, the student should have engaged an advisor by the beginning of the third year of study.

Once the department has accepted the dissertation (on the recommendation of the thesis advisor), the student is required to defend their thesis through a presentation accompanied by a question-and-answer period.

For information about preparing the thesis and its abstract as well as the deadlines involved, including the creation of the Research Advisory Committee and the Dissertation Defense Committee, please consult the Office of Graduate Studies, Arts & Sciences. Please use these additional relevant resources: the Doctoral Dissertation Guide (<https://gradstudies.artsci.wustl.edu/dissertation/>), the Forms page (<https://gradstudies.artsci.wustl.edu/forms/>), and the Policies and Procedures page (<https://gradstudies.artsci.wustl.edu/graduate-school-policies-and-procedures/>).

## PhD in Statistics

### Degree Requirements Summary

A total of 72 graduate units are required, consisting of the following:

- 24 required course work units in fundamental topics and exam fields
- 12 elective course work units
- Three qualifying exams: two in statistics, one in mathematics
- Teaching Requirement for PhD Students from the Office of Graduate Studies, Arts & Sciences
- Oral presentation
- Dissertation research, thesis preparation, and defense (30 course work units)

**General requirements:** Completion of the PhD requires four full years of graduate study (72 units), with at least 48 units completed in residence at Washington University. The student must spend at least one academic year as a full-time student; this requirement cannot be met wholly by summer sessions or part-time study. The student may, with departmental permission, transfer a maximum of 24 graduate credits from other universities. The typical course load is 9 credit units per semester. A GPA of B (3.0) or better is required in graduate course work.

Graduate students in statistics may ordinarily expect up to five years of support. Continuation of support each year is dependent upon normal progress toward the degree and the satisfactory performance of duties. Teaching experience is an increasingly important component of graduate education for students who seek academic employment. The PhD in statistics program provides the opportunity for students to work as Assistants to the Instructor and to learn how to teach technical topics to students with a wide range of backgrounds.

For the well-prepared student, "normal progress" usually means the following:

- At the end of the second year, the student has successfully passed the two statistical qualifying exams associated with Math 5061 Theory of Statistics I–Math 5062 Theory of Statistics II and Math 5071 Linear Statistical Models Grad–Math 5072 Advanced Linear Models II as well as the mathematical qualifying exam associated with Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II. They have also completed the courses Math 5310 Bayesian Statistics and Math 5210 Statistical Computation).
- At the end of the third year, the student has completed the candidacy requirement.
- At the end of the fourth year, the student has completed the 72-unit course requirement and is making substantial progress on a thesis.

Students must also complete the Teaching Seminar course (Math 597), which prepares them for both Assistant to the Instructor work and academic teaching duties, which are integral to all scholarly activities. For a typical PhD student, the course is taken twice: once in the spring of the first year and again in the fall of the second year. Each student will have departmental duties (e.g., grading, proctoring) of no more than 15 hours per week as Assistant to the Instructor. Students must also complete a Professional Development course (Math 598).

Please note that the sequence outlined above is for “well-prepared” students. The exact point at which any student enters the sequence depends on their ability and background. When warranted, deviation from the normal sequence is permissible, and a tailored program that fits the student’s ability and background will be followed.

**Specific course requirements:** The 72 units of course work must include two basic graduate-level sequences in statistics: Math 5061 Theory of Statistics I–Math 5062 Theory of Statistics II and Math 5071 Linear Statistical Models Grad–Math 5072 Advanced Linear Models II; the following statistics courses: Math 5310 Bayesian Statistics and Math 5210 Statistical Computation; and the following graduate-level mathematics sequence: Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II. In exceptional circumstances, departmental permission may be requested to replace one of these sequences with a suitable alternative. The student may also petition the department to waive one or more of these sequences because of work completed previously.

Prerequisites, if needed, are advanced undergraduate courses in abstract linear algebra and real analysis. Such courses would count as 0 credits toward the PhD degree.

It is in each student’s best interest to take the three sequences that contain the material covered in the qualifying exams as soon as their individual program allows. Sequels to these courses, at the 500 level, are frequently offered. The qualifying exam courses are generally prerequisites to these 500-level courses.

Prior to finding a research advisor, students are welcome to take any of the Department of Mathematics and Statistics 500-level statistics electives, and they may also take reading courses with statistics faculty members (Math 500/Math 590 Research). Statistics electives offered by the department include the following:

| Code      | Title                                | Units |
|-----------|--------------------------------------|-------|
| Math 5120 | Survival Analysis                    | 3     |
| Math 5155 | Time Series Analysis                 | 3     |
| Math 5160 | Complex Variables                    | 3     |
| Math 5170 | Stochastic Processes                 | 3     |
| Math 5210 | Statistical Computation              | 3     |
| Math 523C | Information Theory                   | 3     |
| Math 5310 | Bayesian Statistics                  | 3     |
| Math 5430 | Multivariate Statistical Analysis    | 3     |
| Math 5440 | Mathematical Foundations of Big Data | 3     |
| Math 5501 | Numerical Applied Mathematics        | 3     |
| Math 551  | Advanced Probability I               | 3     |
| Math 552  | Advanced Probability II              | 3     |
| Math 5560 | Topics in Financial Mathematics      | 3     |

Prior to finding a research advisor, students may submit a request to the graduate committee to take a course outside of the department. A decision on such requests will be made in consultation with statistics faculty members.

Students are encouraged to take reading courses with department faculty to learn about the research interests of potential advisors. After the student has found a research advisor and a research topic, the advisor may suggest that the student take some additional courses from other departments that may be useful for the student’s research program.

Elective courses taken in other departments allow students to supplement their statistics course work with other topics that may be helpful for their research and professional development. Some popular elective courses offered by other departments include the following:

| Code      | Title   | Units |
|-----------|---|-------|
| CSE 511A  | Introduction to Artificial Intelligence           | 3     |
| CSE 514A  | Data Mining                                       | 3     |
| CSE 517A  | Machine Learning                                  | 3     |
| CSE 519T  | Advanced Machine Learning                         | 3     |
| CSE 541T  | Advanced Algorithms                               | 3     |
| Econ 5145 | Advanced Theoretical Econometrics                 | 3     |
| ESE 405   | Reliability and Quality Control                   | 3     |
| ESE 407   | Analysis and Simulation of Discrete Event Systems | 3     |
| ESE 415   | Optimization                                      | 3     |
| ESE 425   | Random Processes and Kalman Filtering             | 3     |
| ESE 428   | Probability                                       | 3     |
| ESE 520   | Probability and Stochastic Processes              | 3     |
| ESE 521   | Random Variables and Stochastic Processes I       | 3     |

|             |  |   |
|-------------|--|---|
| ESE 522     | Random Variables and Stochastic Processes II | 3 |
| ESE 523     | Information Theory                           | 3 |
| PHS 550     | Randomized Controlled Trials                 | 3 |
| MSB M21-623 | Advanced Topics in Biostatistics             | 3 |

**Language requirement:** All students must demonstrate proficiency in English.

If English is not the student's native language, they must pass an oral English proficiency exam with a grade of 3 or better. If the student does not score a 3 the first time they take the exam, the director of English Language Programs for Arts & Sciences will recommend that the student take one or more classes to improve reading, writing, pronunciation, listening or speaking skills. After the recommended classes have been completed, the student is required to retake the English proficiency exam. Once the student has demonstrated the ability to handle teaching a class (by scoring a 3 or better on the exam), they will qualify for Assistant to the Instructor or Course Instructor duties.

**Qualifying examinations and candidacy requirements:** The qualifying exam and candidacy requirement constitute two separate requirements. The qualifying exam is a series of three written tests that cover a range of topics; the candidacy requirement is an oral presentation and thesis proposal.

The written tests cover the material in the two basic statistics course sequences, Math 5061 Theory of Statistics I–Math 5062 Theory of Statistics II and Math 5071 Linear Statistical Models Grad–Math 5072 Advanced Linear Models II, and in the mathematics sequence Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II. Each spring, at the end of the Math 5061 Theory of Statistics I–Math 5062 Theory of Statistics II and Math 5071 Linear Statistical Models Grad–Math 5072 Advanced Linear Models II sequences, all students enrolled in these courses take a two-hour final exam; this exam usually covers the second half of the sequence. Doctoral candidates take an additional one-hour exam that covers the entire sequence. To pass the qualifying exam, the student must pass the three-hour combined exam. In the case of the Math 5051 Measure Theory and Functional Analysis I–Math 5052 Measure Theory and Functional Analysis II sequence, to satisfy the qualification examination requirement, the student must pass the final exam for the course with an A- or better.

Because each sequence varies somewhat in content from year to year, it is recommended that the student take each set of exams at the conclusion of the sequence in which they are enrolled. No advantage is gained by delaying the exam for a year. It is desirable to make every effort to finish all three exams by the end of the second year of study.

Some students will enter the PhD program with previously acquired expertise in one or more of the three basic sequences. This situation sometimes happens with students who transfer from other PhD programs or who come from certain foreign countries. Such students may formally petition the chair of the graduate committee to be exempted from the appropriate course and its qualifying exam. The

petition must be accompanied by hard evidence (e.g., published research, written testimony from experts, records of equivalent courses, examinations and the grades achieved on them). The graduate committee will make the final judgment on all exemption requests.

Once the written phase of the qualifying process is complete, the student is ready to begin specialized study. By the third year of study, the student must complete the candidacy requirement. The student must form a preliminary thesis committee called a *Research Advisory Committee* that includes their advisor and at least two other faculty members. In discussion with the advisor and the preliminary thesis committee, the student will select a topic and a body of literature related to this topic. The student will prepare a one-hour oral presentation related to the topic and a two-page thesis proposal that demonstrates mastery of the selected topic. The oral presentation is designed to expedite specialized study and to provide guidance toward the thesis. The preparatory work for the thesis proposal often becomes the foundation on which the thesis is constructed.

After the student completes the oral presentation, work on the thesis begins.

**The dissertation and thesis defense:** The student's dissertation is the single most important requirement for the PhD degree; it must be an original contribution to the knowledge of statistics, probability, and/or applied probability and is the student's opportunity to conduct significant independent research.

It is the student's responsibility to find a thesis advisor who is willing to guide their research. Since the advisor should be part of the oral presentation committee, the student should have engaged an advisor by the beginning of the third year of study.

Once the department has accepted the dissertation (on the recommendation of the thesis advisor), the student is required to defend their thesis through a presentation accompanied by a question-and-answer period.

For information about preparing the thesis and its abstract as well as the deadlines involved, including the creation of the Research Advisory Committee and the Dissertation Defense Committee, please consult the Office of Graduate Studies, Arts & Sciences. Please use these additional relevant resources: the Doctoral Dissertation Guide (<https://gradstudies.artsci.wustl.edu/dissertation/>), the Forms page (<https://gradstudies.artsci.wustl.edu/forms/>), and the Policies and Procedures page (<https://gradstudies.artsci.wustl.edu/graduate-school-policies-and-procedures/>).

## Music

The Department of Music offers programs of study leading to the Doctor of Philosophy (PhD) in Music and the Master of Arts (AM) in Music, with emphasis in either musicology or music theory. Each graduate program combines a course of advanced studies in one area of music studies with supporting studies in related fields of music. The number of graduate students admitted each year is small so that each student is assured individual attention. There are traditionally close rapports and mutually supportive interactions among graduate students in all areas of study.

The **AM and PhD programs in musicology** offer concentrations in historical musicology and ethnomusicology. Department faculty interests cover all eras of European art music, American popular musics, film and theatre music, jazz, and African and African diasporic musics. Methodological approaches cover a range of critical perspectives, placing music within its cultural and historical contexts and developing the student's ability to think and write about music and music-making. Intensive study in music theory is a required component of the programs, and diverse opportunities for performance are offered.

The **AM and PhD programs in music theory** focus on the creative analysis and critical examination of assumptions about music and musical discourse. The graduate program prepares students to undertake research in musical analysis and in the language and methodology of music theory. Preparation includes guiding each student in developing their own modes of thought and expression. Faculty interests include improvisation and intermedia, texture and form, music cognition and computational modeling, composition, Schenker, and the interplay of text and music in German art song.

Contact: Jessica Flannigan  
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Website: <http://music.wustl.edu/graduate>

## Faculty

### Chair

**Patrick Burke** (<https://music.wustl.edu/people/patrick-burke/>)  
PhD, University of Wisconsin

### Endowed Professor

**Todd Decker** (<https://music.wustl.edu/people/todd-decker/>)  
Paul Tietjens Professor of Music  
PhD, University of Michigan

### Professor

**Jeffrey Kurtzman** (<https://music.wustl.edu/people/jeffrey-kurtzman/>)  
PhD, University of Illinois

### Associate Professors

**Patrick Burke** (<https://music.wustl.edu/people/patrick-burke/>)  
PhD, University of Wisconsin

**Ben Duane** (<https://music.wustl.edu/people/ben-duane/>)  
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**Robert Snarrenberg** (<https://music.wustl.edu/people/robert-snarrenberg/>)  
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**Parkorn Wangpaiboonkit** (<https://music.wustl.edu/people/parkorn-wangpaiboonkit/>)  
PhD, University of California, Berkeley

### Professor of the Practice

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BMus, University of Missouri-Columbia

### Senior Lecturer

**Amanda Kirkpatrick** (<https://music.wustl.edu/people/amanda-kirkpatrick/>)  
MM, University of Missouri-Columbia

### Lecturers

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MFA, Princeton University

**Amy Greenhalgh** (<https://music.wustl.edu/people/amy-greenhalgh/>)  
MA, Oxford University

### Professors Emeriti

**Hugh Macdonald**  
PhD, Cambridge University

**Craig Monson**  
PhD, University of California, Berkeley

**Dolores Pesce** (<https://music.wustl.edu/people/dolores-pesce/>)  
Avis Blewett Professor Emerita of Music in A&S  
PhD, University of Maryland

## Degree Requirements

### Master of Arts in Music (Musicology)

The Master of Arts in musicology requires 36 units of graduate study, including 12 units of music history and bibliography, 6 units of music theory, 18 units of electives, keyboard proficiency, reading knowledge of one foreign language, and a thesis.

### PhD in Music (Musicology)

The PhD degree in musicology requires a total of 72 units of graduate study: 33 units of music history and bibliography, 12 units of music theory, 6 units outside music, and 21 units of electives and dissertation research. Also required are keyboard proficiency, reading knowledge of two foreign languages (German, Spanish, French, or Latin), six to eight semesters of mentored teaching, written and oral qualifying examinations (which occur after the completion of 60 units), the dissertation, and the final oral defense of the dissertation. Students who have completed a master's degree at another institution may receive up to 24 units of transfer credit toward the PhD.

### Master of Arts in Music (Music Theory)

The Master of Arts in music theory requires 36 units of graduate study, including 15 units of music theory, 9 units of music history and bibliography, 12 units of electives, keyboard proficiency, reading knowledge of one foreign language, and a thesis.

### PhD in Music (Music Theory)

The PhD degree in music theory requires a total of 72 units of graduate study: 30 units of music theory, 15 units of music history and bibliography, 6 units of composition, 6 units outside music, 6 units of qualifying projects, and 9 units of electives or dissertation research. Also required are keyboard proficiency, reading knowledge of two foreign languages (German and either French or Italian; a computer language may be substituted for the second language, according to the student's needs), six to eight semesters of mentored teaching, three qualifying projects, the dissertation, and the final oral defense of the dissertation. Students who have completed a master's degree at another institution may receive up to 24 units of transfer credit toward the PhD.

## Philosophy

The Washington University Philosophy Department houses two PhD programs: a program in **Philosophy** — with strengths in philosophy of mind, epistemology, political philosophy, philosophy of science, metaphysics, and the history of philosophy — and a special interdisciplinary program in **Philosophy-Neuroscience-Psychology (PNP)** that maintains a core faculty in philosophy and draws on Washington University's exceptional psychology and neuroscience programs.

The department accepts about 10% of the applicants to these PhD programs and maintains about 25 students in both programs. We are especially open to interdisciplinary work, and we are committed to providing methodologically and substantively broad training. We welcome applicants from a wide range of backgrounds, and the most successful applicants have evidence of philosophical talent and promise.

Phone: 314-935-6670  
Email: [philosophy@wustl.edu](mailto:philosophy@wustl.edu)  
Website: <http://philosophy.wustl.edu/graduate-programs>

## Faculty

### Chair

**Ron Mallon** (<http://philosophy.artsci.wustl.edu/people/ron-mallon/>)

Chair, Department of Philosophy  
Director, Philosophy-Neuroscience-Psychology Program  
PhD, Rutgers University

### Professors

**Rebecca "Becko" Copenhaver** (<https://philosophy.wustl.edu/people/becko-copenhaver/>)

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PhD, University of Notre Dame

**Matt McGrath** (<https://philosophy.wustl.edu/people/matt-mcgrath/>)  
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## Lecturers

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PhD, University of Texas at Austin

**Mason Westfall** (<https://philosophy.wustl.edu/people/mason-westfall/>)

PhD, University of Toronto

## Professors Emeriti

**Dennis Des Chene** (<https://philosophy.wustl.edu/people/dennis-des-chene/>)

PhD, Stanford University

**J. Claude Evans** (<https://philosophy.wustl.edu/people/claude-evans/>)

PhD, State University of New York–Stony Brook

**Jerome P. Schiller** (<https://philosophy.wustl.edu/people/jerome-schiller/>)

PhD, Harvard University

**Mark Rollins** (<https://philosophy.wustl.edu/people/mark-rollins/>)

PhD, Columbia University

**Joseph S. Ullian** (<https://philosophy.wustl.edu/people/joe-ullian/>)

PhD, Harvard University

## Degree Requirements

The following requirements apply to all students in the Philosophy and PNP PhD programs.

## Colloquium Attendance

Students are expected to attend departmental colloquium talks. Exceptions may be granted by the director of graduate studies (DGS) when appropriate (e.g., if a student needs to attend a class that is scheduled at the same time).

## Course Work

All students are required to take the following courses:

- During the first semester, Phil 502 Proseminar in Philosophy.
- Six semesters of Phil 514 Survey Seminar, which surveys a different area of philosophy each semester.
- Four semesters of Phil 516 Research Seminar, which focuses on a specific topic, question, or figure each semester, with an emphasis on philosophical research methods and writing.
- At least one course in formal methods, either Phil 509 Formal Methods for Philosophy or another course approved by the DGS (for philosophy students) or the director of PNP (for PNP students).

PNP students are additionally required to take five graduate-level empirical courses:

- One course in research methods or statistics
- Four other courses in the sciences of the mind/brain or behavior

Students in their first three years are expected to maintain full-time status by taking at least 9 units (three courses) of 500-level course work each semester. Thus, all students must take at least 18 500-level courses (54 units) in total (although they may take more) and so must take a certain number of electives.

Students are expected to supplement their required courses by auditing or taking additional courses that are relevant to their research.

To fulfill course work requirements, courses must be passed with at least a B-.

Credits cannot be transferred from other institutions.

## Qualifying Examinations

Each section of Phil 514 Survey Seminar includes a final comprehensive examination taken at the end of the course (but which may be retaken in the event of an unsatisfactory performance). The form of the final comprehensive examination (e.g., written or oral, in-class or take-home)

varies and is determined by the instructor. All students must complete six such examinations and obtain a grade of at least a B- on each one; these examination grades are distinct from the course grades for the six semesters of Phil 514 Survey Seminar.

## Dissertation Seminar

Starting in the fourth year, for each spring semester in residence, all students must satisfactorily complete Phil 8000 Dissertation Seminar, which is devoted to research training and dissertation project development. (Phil 8000 is a 0-unit course and does not count toward the fulfillment of course work requirements.)

## Mentored Teaching Experiences

All students are required to complete four Mentored Teaching Experiences, normally in their second and third years.

## Prospectus

All students must successfully defend a dissertation prospectus before a committee of at least three faculty members, one of whom (the “prospectus advisor”) will supervise the preparation of the prospectus and who will normally go on to serve as the dissertation advisor (see below). Normally, students defend their prospectus before the end of their fourth year of study.

A dissertation prospectus states a problem, a response to the problem, a reckoning of how this response contributes to existing philosophical literature, and an overview of the case for the response. The prospectus should be accompanied by a working bibliography. The structure and length of individual prospectuses varies and is to be determined in consultation and collaboration with the prospectus advisor.

The possible outcomes of a prospectus defense are Pass and Fail. Students may make additional attempts in the event of a failed prospectus defense. The prospectus advisor will inform the DGS and the Graduate Program Administrator when a student has successfully defended their prospectus.

## Dissertation

All students must defend a dissertation before a committee of at least five people, the chair of which (the “dissertation advisor”) will supervise the preparation of the dissertation. The Office of Graduate Studies, Arts & Sciences, establishes requirements concerning the composition of the dissertation committees, dissertation defense scheduling, and the nature of the defense itself.

A dissertation is a substantial piece of original philosophical research. The structure and length of individual dissertations varies and is to be determined in consultation and collaboration with the dissertation advisor.

The possible outcomes of a dissertation defense are Pass, Revisions, and Fail. When revisions are required, the dissertation advisor will provide, in writing, a description of what revisions are required and a deadline for revisions that is no more than 3 months after the dissertation defense. When the dissertation is resubmitted, the dissertation advisor will determine if the revisions are satisfactory.

## Master's Degree Requirements

Students in our PhD programs can receive a Master of Arts once they have completed their required course work and fulfilled the qualifying examinations requirement.

## Physics

The Department of Physics offers Master of Arts (AM) and Doctor of Philosophy (PhD) programs in physics. Research in this department covers a wide area of experimental and theoretical physics and benefits from close contacts with nuclear and inorganic chemists in the Department of Chemistry; planetary scientists in the Department of Earth, Environmental, and Planetary Sciences; applied scientists in the McKelvey School of Engineering and the Institute of Materials Science & Engineering; and biological scientists both on the Danforth Campus and at the School of Medicine. The department is a major participant in the McDonnell Center for the Space Sciences, the Institute of Materials Science & Engineering, and the Center for Quantum Sensors.

Experimental research areas include the following:

- Astrophysics (observations of cosmic rays, gamma rays, X-rays, dark matter detection, and high-precision tests of gravity)
- Space sciences (laboratory analysis of meteorites, stardust, and interplanetary dust particles)
- Condensed matter and materials physics (graphene and other two-dimensional atomic crystals, nanostructured materials, metallic glasses and liquids, magnetism and superconductivity, high-pressure physics, and topological materials)
- Quantum information science (quantum sensing and simulation and computation)
- Biophysics (computational neurophysics and systems cell biology)

Theoretical research areas include the following:

- Biophysics (nonequilibrium dynamics in biological cells and theory of the microbiome)
- Condensed matter physics and quantum materials (strongly correlated electron systems, topological phases, excited states of many-electron systems, density functional theory, glasses, quantum equilibrium and non-equilibrium phenomena, quantum memory, statistical mechanics, and networks and machine learning)
- Elementary particle physics (astroparticle physics, dark matter, theoretical cosmology, strong interactions, non-Hermitian Hamiltonians, and quark physics beyond the Standard Model)

- Nuclear theory (atomic nuclei, infinite neutron and nuclear matter, nuclear structure and reactions, ab initio calculations, nuclear models, quark matter, neutron star mergers, and physics beyond the Standard Model)

Students spend their first two years (four semesters) taking graduate courses. At the end of this time, they will typically have completed requirements for the master's degree. Students planning to complete a PhD will also need to find a dissertation advisor and start their research. PhD candidates will receive a stipend and complete two semesters of mentored teaching experiences. After achieving the required course grades and passing an oral examination at the end of their second year, PhD students are normally paid from research funds while working on their research and writing a dissertation. The PhD program typically takes between five and six years to complete.

Website: <http://physics.wustl.edu/graduate>

## Faculty

### Chair

**Henric Krawczynski** (<https://physics.wustl.edu/people/henric-krawczynski/>)

Wayman Crow Professor of Physics  
PhD, University of Hamburg  
Experimental high-energy astrophysics

### Associate Chair

**Saori Pastore** (<https://physics.wustl.edu/people/saori-pastore/>)

Associate Professor  
PhD, Old Dominion University  
Theoretical nuclear physics

### Endowed Professors

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James S. McDonnell Professor of Space Sciences  
PhD, University of Bombay  
Astrophysics and space sciences

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Arthur Holly Compton Professor of Physics  
PhD, Harvard University  
Condensed matter and materials physics

**Henric Krawczynski** (<https://physics.wustl.edu/people/henric-krawczynski/>)

Wayman Crow Professor of Physics  
PhD, University of Hamburg  
Experimental high-energy astrophysics

**Kater Murch** (<https://physics.wustl.edu/people/kater-murch/>)

Charles M. Hohenberg Professor in Experimental Physics  
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Quantum information and materials

**Li Yang** (<https://physics.wustl.edu/people/li-yang/>)

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PhD, Georgia Institute of Technology  
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### Professors

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## Degree Requirements

The information below summarizes the Department of Physics' degree requirements. These requirements are in addition to those established by the Office of Graduate Studies, Arts & Sciences. For more information about requirements for doctoral degrees (p. 26) or master's degrees (p. 35) in the Office of Graduate Studies, Arts & Sciences, please visit the appropriate sections of this *Bulletin*.

## Master of Arts in Physics

### 36-Unit Academic Credit Course Requirement

Courses that count toward academic credit are as follows:

- Any regular 500-level lecture courses in the physics department, including Physics 582 Research Seminar
- Courses outside of the physics department, if approved by the master's program director
- Selected Topics courses, for which students should register: Physics 589 Selected Topics in Physics I/Physics 590 Selected Topics in Physics II
- Supervised research, for which students should register: Physics 593 Introduction to Methods in Physics/Physics 594 Introduction to Methods in Physics (Supervised research may be used for a maximum of 6 units of academic credit.)

## Core Course Requirements

For qualification, students must pass five core 500-level physics courses. In those courses, the student must maintain an average of a B (a grade point average of 3.0), with no more than one grade lower than B-. Core courses may be taken only once. If more than five core courses are taken, the GPA will be determined from the best five course grades.

**Students must take the following three courses:**

| Code        | Title                       | Units |
|-------------|-----------------------------|-------|
| Physics 505 | Classical Electrodynamics I | 3     |
| Physics 523 | Quantum Mechanics I         | 3     |
| Physics 529 | Statistical Mechanics       | 3     |

**They must also take at least two of the following:**

| Code           | Title                        | Units |
|----------------|------------------------------|-------|
| Physics 501    | Theoretical Physics          | 3     |
| Physics 506    | Classical Electrodynamics II | 3     |
| Physics 507    | Classical Mechanics          | 3     |
| or Physics 509 | Nonlinear Dynamics           |       |
| Physics 524    | Quantum Mechanics II         | 3     |

## PhD in Physics

### Outline of Requirements

- Complete 36 units of academic credit (detailed below), maintaining an average grade of at least a B (3.0 GPA).
- Pass the PhD qualification procedure. This requirement must be completed before a student can formally join a research group and is normally completed before the start of the third year.
- Complete the teaching requirements.
- Write a thesis (doctoral dissertation (<https://wustl.app.box.com/s/16rx96n2hupwg7uuepwsjerzafer36pl/>)).
- Pass an oral dissertation defense examination.

### 36-Unit Academic Credit Course Requirement

Courses that count toward academic credit are as follows:

- Any regular 500-level lecture courses in the physics department, including Physics 597 Supervised Teaching of Physics and Physics 582 Research Seminar
- Courses outside of the physics department, if approved by the student's advisor and the director of graduate studies
- Special topics courses, for which students should register: Physics 589 Selected Topics in Physics I/Physics 590 Selected Topics in Physics II
- Supervised research, for which students should register: Physics 593 Introduction to Methods in Physics/Physics 594 Introduction to Methods in Physics (Supervised research may be used for a maximum of 6 units of academic credit.)

## PhD Qualification: Course Requirements

For qualification, students must pass six core 500-level physics courses. In those courses, the student must maintain an average of a B (3.0 GPA), with no more than one grade lower than B-. A given core course may be taken only once. If more than six core courses are taken, the GPA will be determined from the best six course grades.

**Students must take the following four courses:**

| Code        | Title                       | Units |
|-------------|-----------------------------|-------|
| Physics 501 | Theoretical Physics         | 3     |
| Physics 505 | Classical Electrodynamics I | 3     |
| Physics 523 | Quantum Mechanics I         | 3     |
| Physics 529 | Statistical Mechanics       | 3     |

**They must also take at least two of the following:**

| Code           | Title                             | Units |
|----------------|-----------------------------------|-------|
| Physics 502    | Methods of Theoretical Physics II | 3     |
| Physics 506    | Classical Electrodynamics II      | 3     |
| Physics 507    | Classical Mechanics               | 3     |
| or Physics 509 | Nonlinear Dynamics                |       |
| Physics 524    | Quantum Mechanics II              | 3     |

These requirements can be modified for students who have completed equivalent courses while working toward a master's degree in physics at other universities.

## PhD Qualification: Oral Examination Requirement

To qualify, the student must give a presentation to a committee of three physics faculty members (i.e., the prospective research advisor and two others). The student should demonstrate a basic understanding of a major topic of current research in the selected area of study, chosen in consultation with the student's prospective thesis advisor. One week before the oral exam, the student must prepare a written paper (approximately 1500-3000 words) summarizing the content of the presentation and give it to the committee. The student's responses to questions raised by the examination committee are graded as

adequate or not. Students have a chance to respond to inadequately answered questions in writing within 48 hours after the examination. The student is not allowed to receive assistance in preparing the written response from any other individuals. The answers should either be given in person to the chair of the examination committee or emailed to the chair as a PDF file so that it is time stamped. The committee will determine whether the written answers are sufficient.

The committee must be chosen and approved by the department chair by the end of a student's third semester (typically in December of the second year). The oral examination should be taken by the end of a student's fourth semester (typically in May of the second year). If the student fails the oral examination, they can take it again one additional time.

## Teaching Requirements

These requirements must be completed before the student submits their doctoral dissertation to the Office of Graduate Studies, Arts & Sciences:

- **Complete L31 Physics 597:** Graduate students are required to take Physics 597 Supervised Teaching of Physics prior to serving as an assistant in instruction. Students typically take this course during their first fall semester.
- **Complete at least two semesters of mentored teaching experiences**
- **Complete four hours of oral presentations:** Graduate students must complete a total of four hours of specialized oral presentations. Examples of such presentations include teaching a class (e.g., when substituting for a professor); giving seminars, such as the weekly graduate seminar; or giving oral presentations at conferences, journal clubs, and the like.

## Dissertation Requirements

Please refer to the Doctoral Dissertation Guide (PDF) (<https://wustl.app.box.com/s/16rx96n2hupwg7uuepwsjerzafer36pl/>) of the Office of Graduate Studies, Arts & Sciences, for more information.

## Political Science

The doctoral program in political science at Washington University is one of the top political science programs in the country. Graduate students take classes and engage in research with a faculty recognized nationally and internationally as among the most expert, active, and productive in the country.

Our graduate program is relatively small. We admit around eight to 10 students into the PhD program each year, and most of these students complete the doctorate, generally in five to six years. There are approximately 40 graduate students currently in residence.

Washington University's **PhD program in Political Science** is designed to prepare students for academic careers in research and teaching at major institutions across the country. We stress the importance of political methodology (applied statistics) and formal theory (game theory and mathematical modeling), and our program is designed to teach all students in these methods, regardless of their mathematical background.

We have active research groups in American politics and institutions, comparative politics, international political economy, positive and normative theory, and political methodology. It is important to emphasize that we do not regard these subfields as separate entities. Many of our faculty have research and teaching interests that transcend political science subfields as well as traditional disciplinary boundaries. We have strong connections with other departments in Arts & Sciences at Washington University (including the departments of Economics and Anthropology), with the School of Law, and with various interdisciplinary research centers on campus.

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Sidney W. Souers Professor Emeritus of Government

PhD, Stanford University

## Degree Requirements

### PhD in Political Science

Students in the PhD program are expected to acquire the following:

- A broad understanding of several fields of political science as a discipline
- Methodological competence sufficient to be productive professionals
- Specialized expertise in a particular field of concentration

The procedures and requirements described below are designed to facilitate the achievement of these objectives. In addition to the formal requirements stated here, we provide a list of recommendations that students should follow to succeed in the program. For a detailed year-to-year outline of requirements and recommendations, please refer to the section "Specific Requirements for Each Year in the Program" at the end of the *Guide to Graduate Studies*, located on the Graduate Program website (<https://polisci.wustl.edu/resources/>).

Exceptions to any of these requirements must be approved by the director of graduate studies (DGS) in consultation with the Graduate Committee and, as needed, the respective Field Committee.

### General Course Requirements

In general, all students must successfully complete the following core courses with a grade of B or better:

- Math Camp (offered during the August before the first semester)
- Pol Sci 505 Theories of Individual and Collective Choice I (first semester)
- Pol Sci 5052 Mathematical Modeling in Political Science (first semester)
- Pol Sci 581 Quantitative Political Methodology I (second semester)
- Pol Sci 582 Quantitative Political Methodology II (third semester)
- Pol Sci 5024 Causal Inference (fourth semester)
- Pol Sci 590 Research Workshop I (fifth semester)

According to the Probation and Dismissal Policy, if a student fails to obtain a B (3.0) in one of the required courses, they will be placed on academic probation and have the opportunity to retake the course the following year. Failure to obtain a B (3.0) after taking the course for the

second time will result in dismissal from the program. Furthermore, failure to obtain a B (3.0) in another required course while on probation is considered extreme underperformance and will result in dismissal from the program.

In addition to required courses, students will be taking courses in different fields. Courses are mainly concentrated during the first two years. Students should plan to take four courses (12 units) per semester during their first year and three courses (9 units) per semester during their second year.

## Fields

The department divides the discipline of political science into six fields:

- American politics
- Comparative politics
- Formal theory
- International politics
- Political and social theory
- Quantitative methods

Before writing the dissertation, students must pass a qualifying evaluation (refer to next section) and fulfill requirements for certification in one major and one minor field. The major and minor field certifications are intended to ensure that students possess broad familiarity with the literature and material in the fields presented.

Field requirements are met by completing the required courses with a grade of B+ or better. A major field requires completing four courses in that field with a grade of B+ or better; a minor field requires completing three courses in that field with a grade of B+ or better.

Students are expected to complete course requirements for the major and minor by the end of their fourth semester. Exceptions can be granted by the DGS on a case-by-case basis but are not possible beyond the student's sixth semester.

## Field Requirements

### *American Politics*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four graduate-level seminars in American politics, including Pol Sci 520 American Political Institutions and Pol Sci 5678 American Political Behavior.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three graduate-level seminars in American politics, including Pol Sci 520 American Political Institutions and Pol Sci 5678 American Political Behavior.

### *Comparative Politics*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four graduate-level seminars in comparative politics, including Pol Sci 510 Approaches to Comparative Politics.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three graduate-level seminars in comparative politics, including Pol Sci 510 Approaches to Comparative Politics.

### *Formal Theory*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four graduate-level seminars in formal theory, including Pol Sci 505 Theories of Individual and Collective Choice I and three other 500-level courses that require Pol Sci 505 Theories of Individual and Collective Choice I as a prerequisite. With permission of the Formal Theory Field Committee, an appropriate 500-level economics course may be substituted.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three graduate-level seminars in formal theory, including Pol Sci 505 Theories of Individual and Collective Choice I and two other 500-level courses that require Pol Sci 505 Theories of Individual and Collective Choice I as a prerequisite. With permission of the Formal Theory Field Committee, an appropriate 500-level economics course may be substituted.

### *International Politics*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four graduate-level seminars in international politics. This requirement includes the 500-level graduate sequence and 500-level political science and economics courses authorized by the International Politics Committee.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three graduate-level seminars in international politics. The requirement includes the 500-level graduate sequence and 500-level political science and economics courses authorized by the International Politics Committee.

### *Political and Social Theory*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four graduate-level courses in political theory; the theory faculty recommends at least two of the History of Political Thought courses (Pol Sci 5090 History of Political Thought I: Justice, Virtue, and the Soul, Pol Sci 5092 History of Political Thought II: Legitimacy, Equality and the Social Contract, and Pol Sci 5093 History of Political Thought III: Liberty, Democracy, and Revolution) and at least two seminars in political theory.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three graduate-level courses in political theory authorized by the Political Theory Committee.

### *Quantitative Methods*

- Major: Students must satisfactorily complete (with a grade of B+ or better) at least four methods courses, including the required sequence (Pol Sci 581 Quantitative Political Methodology I and Pol Sci 582 Quantitative Political Methodology II) and additional elective methodology courses authorized by the Quantitative Methods Committee.
- Minor: Students must satisfactorily complete (with a grade of B+ or better) at least three methods courses, including the required sequence (Pol Sci 581 Quantitative Political Methodology I and Pol Sci 582 Quantitative Political Methodology II) and an additional elective methodology course authorized by the Quantitative Methods Committee.

According to the Probation and Dismissal Policy, if a student fails to meet field requirements as a result of grades or for other reasons by the end of their fourth semester, they will be placed on probation for one semester. Failure to meet the field requirements by the end of that probationary semester results in dismissal from the program.

## Qualifying Evaluations

Each student will be evaluated at the end of each semester through their second year. These evaluations will take place at the end of their first and second semesters, the end of their first-year summer, and the end of their third and fourth semesters.

Evaluation criteria for the academic year include the following: regular classroom attendance (at least 90%), participation in departmental intellectual life (e.g., seminars, conferences, professionalization workshops), and grades (a grade of B or higher for all required courses). Grades will be particularly emphasized, and faculty of required courses will use grades as clear communication that students have mastered the course material. Each required course will include a cumulative final exam or another final assignment of a cumulative nature that will assess the student's broad mastery of relevant materials.

At the end of their first-year summer, students must submit (a) evidence of research progress (which can consist of skill development, collaborative research, or individual research output) and (b) feedback from a faculty mentor.

The DGS will distribute a survey to all faculty to collect the necessary feedback regarding student performance and engagement. To remain in good standing, students must (a) be making good progress with respect to their course work and mentored teaching experience assignments; (b) be advancing in terms of their research trajectory, as appropriate for their stage in the program; and (c) be maintaining professional comportment with faculty, peers, and staff.

If a student fails to successfully pass any of these evaluations, they will be placed on academic probation. If the student makes significant progress during the next evaluation period and satisfactorily addresses the terms of the probation, they will be removed from probation and return to good standing. Failing to make significant progress during the next evaluation period may result in dismissal from the program.

## Third-Year Paper Requirement

During their second and third years, each student is required to produce a solo-authored research paper. The expectation is that this paper will be in the same field as the student's dissertation and at the level of quality for submission to a peer-reviewed journal.

Students need to identify two advisors (i.e., the research paper chair and a second reader) and obtain their signatures on the Research Paper Proposal Form after taking the qualifying exam (i.e., by the end of January of their second year). In consultation with these advisors (i.e., the committee), they need to develop a research design (motivation, theory, design, data sources) by the last day of classes of the spring semester of their second year. By the end of the spring semester, the

student needs to schedule a formal defense of the proposal with their committee and, after the defense, submit a form with the advisors' signatures to the departmental administrative assistant responsible for graduate affairs.

The third-year paper is due to the committee by the first day of classes of the third year. The committee will grade these submissions within the first two weeks of the semester. At this point, students will either receive a "revise and resubmit" or a "reject and resubmit" from their committee. A "reject and resubmit" is a judgment by the faculty that the paper does not reflect satisfactory progress toward the research paper. Students receiving this evaluation will be placed on academic probation, and a failure to significantly improve the project will result in dismissal from the program. In extraordinary circumstances, a "conditional accept/high pass" may be granted.

Students will enroll in Research Workshop during their third year. This fall workshop is devoted to helping students revise their papers for final submission.

The final papers are due to the DGS and both readers by the start of the sixth semester. Students are required to defend this paper publicly. The DGS will organize a public presentation for all research papers within the first three weeks of the spring semester.

The Third-Year Committee will evaluate the quality of the research paper and its potential for submission to and acceptance in a peer-reviewed journal. Students who received a "reject and resubmit" during the first round should anticipate stricter scrutiny from faculty at this stage. The paper can be graded as pass or fail. A failing grade in this defense by students who previously received a "reject and resubmit" will result in dismissal from the program. A failing grade without a prior "reject and resubmit" will result in the student being placed on probation until they resubmit and successfully pass the research paper requirement, which must occur before the end of the spring term. Failing to submit the revised paper and earn a passing grade by the end of the spring term will result in dismissal from the program.

In the event of disagreement between the chair and the reader, the DGS will select a third reader in consultation with the faculty in the student's area of study to evaluate the paper and make a decision about the final grade. The research paper chair and the reader(s) will inform the student and the DGS of the final grade, together with an explanation, within two weeks after the defenses have been completed.

## Dissertation Committee and Prospectus Requirement

Students are required to form a Dissertation Defense Committee that consists of at least three full-time Washington University faculty members by the start of the fifth semester (January of their third year). The formation of the Dissertation Defense Committee requires selecting a dissertation chair and at least two other faculty members and then submitting the Dissertation Defense Committee Proposal Form. The DGS will assist the student in making sure the composition of the committee meets the requirements of the Office of Graduate Studies, Arts & Sciences.

Students will enroll in the year-long Research Workshop during their third year. The spring semester of this workshop is devoted to helping students develop their dissertation prospectuses.

Students are required to have defended the dissertation prospectus by the end of the sixth semester (May of their third year). Dissertation prospectus defenses will be announced in advance and will be open to the public. Students who fail to schedule a defense or who fail the defense will be put on probation and may re-defend their prospectus by August 1. Failing to schedule or failing the re-defense results in dismissal from the program.

Students are encouraged to apply for the National Science Foundation Dissertation Improvement Grant and to other outside funding agencies to pursue additional financial support for their dissertation research.

## Summary Timeline

(Please refer to "Specific Expectations for Each Year in Program" in the *Guide to Graduate Studies* on the Graduate Program website (<https://polisci.wustl.edu/resources/>) for more details.)

- End of second semester: Evaluation of class performance and meeting with the DGS
- End of third semester: Required courses (with the exception of the Research Workshop) completed
- Beginning of fourth semester (January): Submit Third-Year Paper Form (seeking chair and reader)
- End of fourth semester: Major and minor field requirements completed; defend research paper prospectus to chair and second reader
- Before the start of fifth semester (August): Submit third-year paper
- Beginning of sixth semester (January): Resubmit and defend third-year paper; submit Dissertation Committee Proposal Form
- End of eighth semester: Defend Dissertation Prospectus (resubmitted prospectus must be defended before the start of the seventh semester)

## Dissertation and Defense

The requirements for the completion of the dissertation are described in the general degree requirements by the Office of Graduate Studies, Arts & Sciences, which are applicable to all Washington University doctoral candidates.

## Graduation

Students need to graduate by May of their sixth year. Failure to do so results in the student being placed on probation. The student then has a chance to finish their dissertation by August of that same year. Otherwise, they will be dismissed from the program.

## Foreign Language Requirement

There is no uniform foreign language requirement set by the Office of Graduate Studies, Arts & Sciences, or by the department. The extent and substance of foreign language competence required will be determined by the Graduate Committee in consultation with the student and their advisor.

## Mentored Teaching Experience Responsibilities

Mentored Teaching Experiences (MTEs) are curricular in nature and require that students collaborate with a faculty member.

Mentored teaching responsibilities vary from course to course but, in all cases, consist of attending class and grading papers and assignments. Examples of other responsibilities include running discussion sections or reviews, disseminating course materials, and holding office hours.

Graduate students are expected to participate in the MTE for an average of 13.5 hours per week. During some weeks, the MTE will involve considerably fewer hours; during other weeks (usually around midterms and finals), it will involve considerably more hours.

Faculty are expected to set expectations for grading at the beginning of each semester, and graduate students should plan accordingly for weeks of heavier grading or other responsibilities.

According to the Probation and Dismissal Policy, poor performance in the fulfillment of mentored teaching responsibilities will result in the student being placed on probation. Lack of improvement while on probation will result in dismissal from the program.

## Mentored Experience Requirement

All students need to meet the mentored experience requirement of the Office of Graduate Studies, Arts & Sciences, by the time they graduate. This requirement includes the following:

- Participating in departmental intellectual life, which includes but is not limited to meeting with outside speakers, attending talks and in-house conferences, presenting their own research, assisting with graduate student recruitment, and helping to organize in-house conferences (e.g., CPAC)
- Participating in an MTE for a "core" course in the student's field of study; "core" courses include introductory courses, Quantitative Political Methods, and other courses considered "core" by the DGS
- Giving at least one supervised guest lecture or presentation
- Participating in the MTE or teaching a class that involves regular interaction with students

The Department of Political Science has its own unique Mentored Experience Requirement Implementation Plan (PDF) ([http://bulletin.wustl.edu/grad/artsci/politicalscience/Political\\_Science\\_Mentored\\_Experience\\_Requirement.pdf](http://bulletin.wustl.edu/grad/artsci/politicalscience/Political_Science_Mentored_Experience_Requirement.pdf)) that all students in this program should review.

## AM in Statistics

Students pursuing a PhD in political science may apply for a tailored AM in statistics. The completion of this program should not add any more time to a student's time to degree. Students should consult with Professor Betsy Sinclair (<https://polisci.wustl.edu/people/betsy-sinclair/>) if they are interested in pursuing this AM degree.

## Psychological & Brain Sciences

The Department of Psychological & Brain Sciences teaches graduate students who are interested in becoming the next generation of academic researchers and educators in psychological and brain sciences. Graduate study may be undertaken in the following general areas: Behavior, Brain & Cognition; Clinical Psychology; Aging & Development; and Social & Personality Psychology. The traditions of Washington University and the department encourage interdisciplinary graduate study, both between the subfields of psychological and brain sciences and across other disciplines. Therefore, although students must affiliate with at least one of the areas within psychological and brain sciences, they are frequently affiliated with multiple areas within the field. In addition, many graduate students in the department also engage in interdisciplinary learning, scholarship and research. For example, cross-disciplinary opportunities and research are available in the Division of Biology and Biomedical Sciences (e.g., neuroscience, genetics); in the programs of Linguistics and of Cognitive, Computational, and Systems Neuroscience; in African-American Studies; and in Philosophy-Neuroscience-Psychology as well as in several departments in the School of Medicine and McKelvey School of Engineering.

The Department of Psychological & Brain Sciences admits students for full-time study toward the **PhD** and does not offer a terminal master's degree. However, students are required to complete a master's degree with a thesis as part of the requirements for a PhD. In addition, the PhD includes required courses (including statistics, methods, ethics and several core content areas), a subject matter exam, at least two semesters of a teaching experience to fulfill the doctoral teaching requirement, and consistently high-quality research productivity that results in publishable findings.

The Department of Psychological & Brain Sciences also offers the **Graduate Certificate in Quantitative Data Analysis**, which is open to graduate students of various disciplines. Advanced skills and knowledge in quantitative analysis, methods and interpretation are critical assets for scholars in a wide range of disciplines within the social sciences. In addition, many of the important practical, analytical and conceptual skills are shared across disciplines. Many of the graduate programs in the social sciences include basic quantitative analysis skills within the core required curriculum of their department, but many students would benefit from advanced preparation in this domain. The certificate program provides an organized means for students to achieve an advanced level of knowledge and skill in quantitative social science data analysis, interpretation and visualization that can be applied and shared in a variety of occupational domains.

The Graduate Certificate in Quantitative Data Analysis requires students to master both an introductory level and a more advanced level of quantitative skills and knowledge. Some of the introductory-level courses may overlap with courses that are already required within a student's individual PhD program curriculum, but the advanced level will require students to go beyond the basic expectations of their graduate program to achieve a greater depth and breadth of their knowledge and abilities.

Students interested in the Graduate Certificate in Quantitative Data Analysis should first apply for admission to the Washington University department in which they wish to obtain a graduate degree. After being admitted, students should notify their department advisor and the Graduate Certificate in Quantitative Data Analysis program director (currently [dbarch@wustl.edu](mailto:dbarch@wustl.edu)) ([dbarch@wustl.edu](mailto:dbarch@wustl.edu)) of their plans to obtain the certificate. In addition, students should submit an Application for Admission to Certificate Program form to the Office of Graduate Studies, Arts & Sciences, and send a copy to the Graduate Certificate in Quantitative Data Analysis office.

Phone: 314-935-6520

Website: <https://psych.wustl.edu/graduate-program>

## Faculty

### Chair

**Jeffrey M. Zacks** (<https://dcl.wustl.edu/people/jeff-zacks/>)

Professor  
PhD, Stanford University

### Associate Chair

**Denise P. Head** (<http://psychweb.wustl.edu/people/denise-head/>)

PhD, University of Memphis

### Endowed Professors

**Deanna M. Barch** (<http://psychweb.wustl.edu/people/deanna-barch/>)

Gregory B. Couch Professor of Psychiatry  
PhD, University of Illinois at Urbana-Champaign

**John Baugh** (<http://psychweb.wustl.edu/people/john-baugh/>)

Margaret Bush Wilson Professor in Arts & Sciences  
PhD, University of Pennsylvania  
(African and African-American Studies; Anthropology; Education; English)

**Pascal R. Boyer** (<https://psych.wustl.edu/people/pascal-boyer/>)

Luce Professor of Collective and Individual Memory  
PhD, University of Paris  
(Anthropology)

**Henry L. Roediger III** (<https://psych.wustl.edu/people/henry-roediger/>)

James S. McDonnell Distinguished University Professor  
PhD, Yale University

**Rebecca A. Treiman** (<https://psych.wustl.edu/people/rebecca-treiman/>)

Burke and Elizabeth High Baker Professor of Child Developmental Psychology  
PhD, University of Pennsylvania

## Professors

**Richard A. Abrams** (<http://psychweb.wustl.edu/people/richard-abrams/>)

PhD, University of Michigan

**Ryan Bogdan** (<http://psychweb.wustl.edu/people/ryan-bogdan/>)

PhD, Harvard University

**Todd Braver** (<http://psychweb.wustl.edu/people/todd-braver/>)

PhD, Carnegie Mellon University

**Julie M. Bugg** (<http://psychweb.wustl.edu/people/julie-bugg/>)

PhD, Colorado State University

**Brian D. Carpenter** (<http://psychweb.wustl.edu/people/brian-carpenter/>)

PhD, Case Western Reserve University

**Ian G. Dobbins** (<https://psych.wustl.edu/people/ian-dobbins/>)

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**Leonard Green** (<https://psych.wustl.edu/people/leonard-green/>)

PhD, State University of New York–Stony Brook

**Sandra S. Hale** (<https://psych.wustl.edu/people/sandra-hale/>)

PhD, University of Wisconsin–Milwaukee

**Lori Markson** (<https://psych.wustl.edu/people/lori-markson/>)

PhD, University of Arizona

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PhD, University of Colorado

**Kathleen B. McDermott** (<https://psych.wustl.edu/people/kathleen-mcdermott/>)

PhD, Rice University

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PhD, University of Michigan

**Michael J. Strube** (<http://psychweb.wustl.edu/people/michael-strube/>)

PhD, University of Utah

## Endowed Associate Professor

**Joshua Jackson** (<https://psych.wustl.edu/people/joshua-jackson/>)

Saul and Louise Rosenzweig Associate Professor of Personality Science

PhD, University of Illinois at Urbana-Champaign

## Associate Professors

**Andrew Butler** (<https://psych.wustl.edu/people/andrew-butler/>)

PhD, Washington University

**Tammy English** (<https://psych.wustl.edu/people/tammy-english/>)

PhD, University of California, Berkeley

**Patrick Hill** (<https://psych.wustl.edu/people/patrick-hill/>)

PhD, University of Notre Dame

**Calvin Lai** (<https://psych.wustl.edu/people/calvin-lai/>)

PhD, University of Virginia

**Alan J. Lambert** (<https://psych.wustl.edu/people/alan-lambert/>)

PhD, University of Illinois at Urbana-Champaign

**Renee J. Thompson** (<https://psych.wustl.edu/people/renee-thompson/>)

PhD, University of Illinois at Urbana-Champaign

**Kristin Van Engen** (<https://psych.wustl.edu/people/kristin-van-engen/>)

PhD, Northwestern University

## Assistant Professors

**Wouter Kool** (<https://psych.wustl.edu/people/wouter-kool/>)

PhD, Princeton University

**Seanna Leath** (<https://psych.wustl.edu/people/seanna-leath/>)

PhD, University of Michigan, Ann Arbor

**Zachariah Reagh** (<https://psych.wustl.edu/people/zachariah-reagh/>)

PhD, University of California, Irvine

**Jessie Sun** (<https://jessiesun.me/>)

PhD, University of California, Davis

**Emily Willroth** (<https://emilywillroth.com/>)

PhD, University of California, Berkeley

## Affiliated Faculty

**Arpana Agrawal** (<https://psych.wustl.edu/people/arpana-agrawal/>)

PhD, Virginia Commonwealth University  
(Psychiatry)

**Joe Barcroft (<https://artsci.wustl.edu/faculty-staff/joe-barcroft/>)**

PhD, University of Illinois at Urbana-Champaign  
(Romance Languages and Literatures)

**Cindy Brantmeier (<https://education.wustl.edu/people/cindy-brantmeier-1/>)**

PhD, Indiana University  
(Education & Applied Linguistics)

**Robert Carney (<https://psychiatry.wustl.edu/people/robert-m-carney-phd/>)**

PhD, Washington University  
(Psychiatry)

**Maurizio Corbetta (<http://www.nil.wustl.edu/labs/corbetta/about.html>)**

MD, University of Pavia  
(Neurology)

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MD, PhD, Washington University School of Medicine  
(Neurology, Pediatrics, Radiology, Occupational Therapy)

**James DuBois (<https://publichealth.wustl.edu/scholars/james-m-dubois/>)**

PhD, International Academy of Philosophy, Liechtenstein  
(Medicine)

**Hillary Elfenbein (<http://www.olin.wustl.edu/EN-US/Faculty-Research/Faculty/Pages/FacultyDetail.aspx?username=helfenbein>)**

PhD, Harvard University  
(Business)

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PhD, University of Hawaii  
(Psychiatry)

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PhD, Washington University  
(Neurology)

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(Psychiatry)

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PhD, University of Illinois  
(Radiology)

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PhD, Washington University  
(Psychiatry)

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PhD, Rutgers University  
(Philosophy)

**Brenda Kirchhoff (<https://sites.wustl.edu/ccplab/people/brenda-kirchhoff/>)**

Research Scientist  
PhD, Boston University  
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PhD, Washington University  
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(Radiology)

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(Education)

**Lawrence Snyder (<https://profiles.wustl.edu/en/persons/lawrence-snyder/>)**

MD, PhD, University of Rochester  
(Neurobiology)

**David Van Essen (<https://profiles.wustl.edu/en/persons/david-van-essen/>)**

PhD, Harvard University  
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**James V. Wertsch** (<https://anthropology.wustl.edu/people/james-wertsch/>)

Marshall S. Snow Professor in Arts & Sciences  
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PhD, University of Missouri

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## Research Assistant Professor

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PhD, University of Colorado Boulder

## Lecturers

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PhD, Washington University

**Emily Cohen-Shikora** (<https://psych.wustl.edu/people/emily-cohen-shikora/>)

PhD, Washington University

**Shelly Cooper** (<https://psych.wustl.edu/people/shelly-cooper/>)

PhD, Washington University

**Emma Covey Johnson** (<https://profiles.wustl.edu/en/persons/emma-johnson/>)

PhD, University of Colorado Boulder  
(Psychiatry)

**Erin Lawton** (<https://psych.wustl.edu/people/erin-lawton/>)

PhD, Washington University

**John Nestojko** (<https://psych.wustl.edu/people/john-nestojko/>)

PhD, University of California, Los Angeles

**Robinson Welch** (<https://psychiatry.wustl.edu/people/robinson-welch-phd/>)

PhD, University of Missouri-Columbia

## Professors Emeriti

**David A. Balota** (<http://psychweb.wustl.edu/people/david-balota/>)

PhD, University of South Carolina

**Janet M. Duchek** (<https://psych.wustl.edu/people/janet-duchek/>)

PhD, University of South Carolina

**Stanley Finger** (<https://psych.wustl.edu/people/stanley-finger/>)

PhD, Indiana University Bloomington

**Larry Jacoby** (<https://psych.wustl.edu/people/larry-jacoby/>)

PhD, Southern Illinois University Carbondale

**Brett Kessler** (<https://psych.wustl.edu/people/brett-kessler/>)

PhD, Stanford University

**Michael Merbaum** (<https://psych.wustl.edu/people/michael-merbaum-0/>)

PhD, University of North Carolina at Chapel Hill

**Thomas F. Oltmanns** (<https://psych.wustl.edu/people/thomas-oltmanns/>)

Edgar James Swift Professor of Arts & Sciences  
PhD, State University of New York-Stony Brook

**Steven E. Petersen** (<https://dbbs.wustl.edu/people/steven-e-petersen-phd/>)

PhD, California Institute of Technology

**Anthony Schuham** (<https://psych.wustl.edu/people/anthony-schuham/>)

PhD, Washington University

**Martha Storandt** (<https://psych.wustl.edu/people/martha-storandt/>)

PhD, Washington University

**Desirée A. White** (<https://psych.wustl.edu/people/desiree-white/>)

PhD, Washington University

## Degree Requirements

### PhD in Psychological & Brain Sciences

The following is a brief listing of the requirements for the PhD in Psychological & Brain Sciences. A more detailed description of these requirements may be found in our Graduate Student Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/psychology/graduate\\_student\\_handbook\\_october\\_2017.pdf](http://bulletin.wustl.edu/grad/artsci/psychology/graduate_student_handbook_october_2017.pdf)). Students in the clinical science training program have somewhat different requirements; please refer to the Clinical Program Handbook (PDF) ([http://bulletin.wustl.edu/grad/artsci/psychology/Clinical\\_Handbook\\_Current\\_Jan\\_2020.pdf](http://bulletin.wustl.edu/grad/artsci/psychology/Clinical_Handbook_Current_Jan_2020.pdf)) as well.

All students must do the following:

- Complete required graduate-level courses (courses must be completed for a student to be considered "all but dissertation"). A typical semester course load for the first two years is 12 to 13 credit units unless teaching responsibilities suggest a load of 9 to 10 credit units.
- Obtain teaching experience commensurate with preparation for an academic career. There is a teaching requirement that all students must meet, the details of which are outlined in our Graduate Student Handbook.

- Attend a 1-credit (one hour per week) seminar on research ethics. This seminar typically happens during the fall semester of a student's first or second year in the program.
- Attend at least five professional development workshops over the course of the program.
- Complete a qualifying research project during the first two years of graduate study. This project is often referred to as the master's thesis.
- Pass a subject matter examination. This examination must be passed before work on the dissertation can begin.
- Complete a dissertation project and defend it in an oral examination. The research requirements for the PhD are described in more detail in our Graduate Student Handbook.

## Graduate Certificate in Quantitative Data Analysis

The goal of the certificate is to ensure that students have a solid basis in probability and statistics, inference, and quantitative research design as well as some depth of experience in a more advanced topic area. As such, students completing the certificate are required to take at least five courses, the categories of which are shown below. Some courses appear in more than one area, but a course can only be used to fill one of the requirements. In consultation with the certificate advisor, students may substitute equivalent courses or more demanding mathematical treatments of the same course material. For programming prerequisites, visit our Quantitative Data Analysis website (<https://psych.wustl.edu/graduate-certificate/>).

## Core Area Courses (at least one from each area)

### Probability and Statistics

| Code        | Title  | Units |
|-------------|--|-------|
| Anthro 5365 | Problems in Applied Data Analysis  | 3     |
| Econ 508    | Mathematics for Economics  | 3     |
| Pol Sci 572 | Quantitative Methods in Pol Analysis II: Linear Models (Generalized Linear Models) | 3     |
| Pol Sci 581 | Quantitative Political Methodology I   | 3     |
| Pol Sci 582 | Quantitative Political Methodology II  | 3     |
| Psych 5066  | Quantitative Methods I   | 3     |
| Psych 5067  | Quantitative Methods II  | 3     |
| SWSA 5230   | Applied Linear Modeling  | 3     |

### Inference and Quantitative Research Design

| Code         | Title                               | Units |
|--------------|-------------------------------------|-------|
| Educ 503     | Foundations of Educational Research | 3     |
| Math 5110    | Experimental Design                 | 3     |
| Pol Sci 5024 | Causal Inference                    | 3     |
| Psych 5011   | Research Designs and Methods        | 3     |

## Focus Area Courses (at least two from one of these three areas)

### Longitudinal and Time-Series Data Analysis

| Code        | Title   | Units |
|-------------|---|-------|
| MEC 661     | Analysis of Time Series Data                  | 3     |
| MSB 618     | Survival Analysis                             | 3     |
| Pol Sci 584 | Multilevel Models in Quantitative Research    | 3     |
| Psych 5068  | Hierarchical Linear Models                    | 3     |
| Psych 5165  | Applied Longitudinal Data Analysis            | 3     |
| Psych 5167  | Applied Bayesian Statistics for Psychologists | 3     |
| SWDT 6600   | Multilevel and Longitudinal Modeling          | 3     |
| SWDT 6905   | Propensity Score Analysis                     | 3     |

### Multivariate and Machine Learning Analysis

| Code       | Title                                    | Units |
|------------|--|-------|
| CSE 514A   | Data Mining                              | 3     |
| CSE 517A   | Machine Learning                         | 3     |
| Math 5430  | Multivariate Statistical Analysis        | 3     |
| Math 535   | Topics in Combinatorics                  | 3     |
| Psych 5012 | Selected Topics in Design and Statistics | 3     |
| Psych 516  | Applied Multivariate Analysis            | 3     |
| SWDT 6901  | Structural Equation Modeling             | 3     |

### Data Mining and Specialized Research Tools

| Code       | Title   | Units |
|------------|---|-------|
| CSE 514A   | Data Mining   | 3     |
| CSE 517A   | Machine Learning  | 3     |
| Econ 5161  | Applied Econometrics  | 3     |
| Math 5310  | Bayesian Statistics   | 3     |
| MSB 550    | Introduction to Bioinformatics  | 3     |
| Psych 5167 | Applied Bayesian Statistics for Psychologists                                       | 3     |
| SWCD 5082  | Foundations of Geographic Information Systems (GIS) for the Applied Social Sciences | 3     |

The fifth course can be from any of the three focus areas, or it can be a second course from the Probability and Statistics group.

## Romance Languages and Literatures

The Department of Romance Languages and Literatures offers **PhD programs in French Language and Literature** and in **Hispanic Studies**, preparing students for careers in university teaching and research as well as for diverse career options in areas that include higher education administration, libraries and special collections, and humanities and arts organizations. With our faculty's wide-ranging

expertise, graduate students have opportunities to specialize in many areas of French, Francophone, Latin American, and Iberian cultures. We offer a broad range of study from medieval through contemporary, with opportunities to concentrate in a variety of different areas that reflect the areas of expertise of our faculty, including migrations and communities; popular literacy and cultural memory; early modern and modern cultural production; the intersections of literature, art, and the sciences; modernities and postmodernities; visual cultures and performance; and linguistics and language learning. The department also offers the **Graduate Certificate in Language Instruction**, which is open to PhD students in other disciplines as well as to those in the department's own graduate programs.

Students in both programs will be funded for up to six years, the expected program length.

## Contact Information

- PhD program in French Language and Literature (<https://rll.wustl.edu/french-graduate-programs/>)
- PhD program in Hispanic Studies (<https://rll.wustl.edu/hispanic-studies-graduate-programs/>)

For information about the combined degrees — the PhD in French & Comparative Literature and the PhD in Hispanic Studies & Comparative Literature — consult the Comparative Literature program (p. 59) page of this *Bulletin*.

Phone: 314-935-5175  
Email: [rll@wustl.edu](mailto:rll@wustl.edu)

## Faculty

### Chair

**Julie Singer** (<https://rll.wustl.edu/people/julie-singer/>)  
Professor of French  
PhD, Duke University

### Endowed Professors

**Mabel Moraña** (<https://rll.wustl.edu/people/mabel-morana/>)  
William H. Gass Professor in Arts & Sciences; Director of Latin American Studies Program  
PhD, University of Minnesota

**Elzbieta Sklodowska** (<https://rll.wustl.edu/people/elzbieta-sklodowska/>)  
Randolph Family Professor in Arts & Sciences  
PhD, Washington University

### Professors

**William Acree** (<https://rll.wustl.edu/people/william-acree/>)  
Professor of Spanish  
PhD, University of North Carolina at Chapel Hill

**Joe Barcroft** (<https://rll.wustl.edu/people/joe-barcroft/>)  
Professor of Spanish and Applied Linguistics  
PhD, University of Illinois at Urbana-Champaign

**J. Andrew Brown** (<https://rll.wustl.edu/people/j-andrew-brown/>)  
Professor of Spanish and Comparative Literature  
PhD, University of Virginia

**Pascal Ifri** (<https://rll.wustl.edu/people/pascal-ifri/>)  
Professor of French  
PhD, Brown University

**Stephanie Kirk** (<https://rll.wustl.edu/people/stephanie-kirk/>)  
Associate Professor of Spanish  
PhD, New York University

**Tabea Linhard** (<https://rll.wustl.edu/people/tabea-alexalinhard/>)  
Professor of Spanish  
PhD, Duke University

**Rebecca Messbarger** (<https://rll.wustl.edu/people/rebecca-messbarger/>)  
Professor of Italian  
PhD, University of Chicago

**Ignacio Sánchez-Prado** (<https://rll.wustl.edu/people/ignacio-sanchez-prado/>)  
Jarvis Thurston and Mona Van Duyn Professor in the Humanities  
Professor of Spanish and Latin American Studies  
PhD, University of Pittsburgh

**Julie Singer** (<https://rll.wustl.edu/people/julie-singer/>)  
Professor of French  
PhD, Duke University

**Harriet A. Stone** (<https://rll.wustl.edu/people/harriet-stone/>)  
Professor of French and Comparative Literature  
PhD, Brown University

**Akiko Tsuchiya** (<https://rll.wustl.edu/people/akiko-tsuchiya/>)  
Professor of Spanish  
PhD, Cornell University

### Associate Professors

**Tili Boon Cuillé** (<https://rll.wustl.edu/people/tili-boon-cuille/>)  
Associate Professor of French  
PhD, University of Pennsylvania

**Javier García-Liendo** (<https://rll.wustl.edu/people/javier-garcia-liendo/>)  
Associate Professor of Spanish  
PhD, Princeton University

**Seth Graebner** (<https://rll.wustl.edu/people/seth-graebner/>)  
Associate Professor of French  
PhD, Harvard University

**Ignacio Infante** (<https://rll.wustl.edu/people/ignacio-infante/>)  
Associate Professor of Comparative Literature and Spanish  
PhD, Rutgers University

**Eloísa Palafox** (<https://rll.wustl.edu/people/eloisa-palafox/>)

Associate Professor of Spanish  
PhD, Michigan State University

## Assistant Professors

**Zorimar Rivera-Montes** (<https://rll.wustl.edu/people/zorimar-rivera-montes/>)

PhD, Northwestern University

**Miguel Valerio** (<https://rll.wustl.edu/people/miguel-valerio/>)

PhD, Ohio State University

## Professors Emerita

**Nina Cox Davis** (<https://rll.wustl.edu/people/nina-cox-davis/>)

Associate Professor of Spanish  
PhD, Johns Hopkins University

**Elyane Dezon-Jones**

Professor of French  
Doctorat de 3e Cycle, University of Paris

**Colette H. Winn** (<https://rll.wustl.edu/people/colette-winn/>)

Professor of French  
PhD, University of Missouri-Columbia

## Professors Emeriti

**Stamos Metzidakis** (<https://rll.wustl.edu/people/stamos-metzidakis/>)

Professor of French and Comparative Literature  
PhD, Columbia University

**Michel Rybalka**

Professor of French  
PhD, University of California, Los Angeles

**Joseph Schraibman** (<https://rll.wustl.edu/people/joseph-schraibman/>)

Professor of Romance Languages and Literatures  
PhD, University of Illinois at Urbana-Champaign

## Degree Requirements

Students in the Hispanic Studies PhD program take a required seminar in language teaching methodology in addition to the requirements specified below. Students in French complete a language teaching practicum. Optional pedagogical or interdisciplinary study can be acquired by means of one of the graduate certificate programs in Arts & Sciences.

## PhD in French Language and Literature

Students in the PhD in French Language and Literature program take courses in all areas of French and Francophone studies, as well as a number of courses in a related secondary field of their choice, for a total of 60 credits at the graduate level. During their third semester, students take the AM exam. During the semester after they finish their courses,

students take the PhD exam, for which they submit proposed syllabi for a two-semester sequence of undergraduate literature courses and two qualifying papers (potentially publishable articles of 25 pages, revised from seminar papers in two different periods). An oral exam by the entire faculty, based on these submissions, will follow. Students further defend their dissertation prospectuses before their thesis committees of three faculty members. They then have approximately two years to complete the research and writing of their dissertations, which they defend during the last semester of their programs.

## PhD in Hispanic Studies

Students in the PhD in Hispanic Studies program take courses in all areas of Latin American and Iberian studies. During the fifth semester, students take comprehensive exams from among the three options offered them. After passing their comprehensive exams, students submit and defend a dissertation prospectus. Students then research, write, defend, and submit their doctoral dissertation. Details of the program stages and requirements are available on the Hispanic Studies Graduate Programs page (<https://rll.wustl.edu/hispanic-studies-graduate-programs/>) of the Romance Languages and Literatures website.

## Graduate Certificate in Language Instruction

To provide our graduate students with additional qualifications and formal development that will make them strongly prepared for a range of demanding academic positions, the Department of Romance Languages and Literatures offers the Graduate Certificate in Language Instruction for students enrolled in PhD programs at Washington University.

The Graduate Certificate in Language Instruction is an interdisciplinary certificate related to the fields of applied linguistics, second-language acquisition, psychology, neuroscience and other disciplines that have important implications for the way that foreign languages are taught. Study within these different fields provides a fascinating examination of how second languages are learned and how the second language is generated by learners. An understanding of second-language acquisition processes both enriches our knowledge of how the mind works and serves to better inform the ways that foreign-language teachers design and implement curricular approaches for different levels and skills.

PhD students must apply to be considered for the certificate program at the beginning of their doctoral courses. Applications will be evaluated by a faculty committee twice a year, in October and March. The certificate consists of five courses: three required courses and two electives.

The goal of the five-course sequence is to provide certificate students with a solid base in the theoretical and instructional implications of research on language acquisition across different linguistic subsystems (i.e., phonology, lexis, syntax and pragmatics) and different linguistic modalities (i.e., spoken and written). This formation will also prepare students to be involved in language program design and curricular development.

For more information, visit the Graduate Certificate in Language Instruction page (<https://rll.wustl.edu/graduate-certificate-language-instruction/>), contact Professor Joe Barcroft (<https://rll.wustl.edu/people/joe-barcroft/>), or call 314-935-5175.

## Sociology

Following in the tradition of Du Bois, the Department of Sociology employs a range of methodological approaches to understand the origins and reproduction of social inequality and apply that knowledge to address issues of pressing public concern. Re-established in 2020, our graduate program prepares its students for active careers in scholarly research and teaching as well as public engagement, with a primary focus on the fields of race/ethnicity, urban sociology, gender, work and organizations, family, immigration, policing and criminal justice, social movements, and economic inequality. Graduate students work closely with our faculty in mentoring and collaborative relationships that encourage students' production and publication of original research and that prepare them for careers as experts in their subfields. By equipping our students with a broad set of theoretical perspectives, methodological skills, and professional experiences, the Department of Sociology sets the groundwork for our graduates to make major contributions to the discipline and to society at large.

Contact: Kaitlyne A. Motl, PhD  
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Website: <http://sociology.wustl.edu>

## Faculty

### Professors

**Kenneth (Andy) Andrews** (<https://sociology.wustl.edu/people/kenneth-andy-andrews/>)

Professor  
PhD, State University of New York at Stony Brook

**Caitlyn Collins** (<http://sociology.wustl.edu/people/caitlyn-collins/>)

Associate Professor  
PhD, University of Texas at Austin

**David Cunningham** (<http://sociology.wustl.edu/people/david-cunningham/>)

Professor  
PhD, University of North Carolina at Chapel Hill

**Steven Fazzari** (<http://sociology.wustl.edu/people/steven-fazzari/>)

Bert A. and Jeanette L. Lynch Distinguished Professor  
PhD, Stanford University

**Cynthia Feliciano** (<https://sociology.wustl.edu/people/cynthia-feliciano/>)

Professor  
PhD, University of California, Los Angeles

**Patrick Ishizuka** (<https://sociology.wustl.edu/people/patrick-ishizuka/>)

Assistant Professor  
PhD, Princeton University

**Elizabeth Korver-Glenn** (<https://sociology.wustl.edu/people/elizabeth-korver-glenn/>)

Assistant Professor  
PhD, Rice University

**Zakiya Luna** (<https://sociology.wustl.edu/people/zakiya-t-luna/>)

Associate Professor  
PhD, University of Michigan

**Margot Moinester** (<https://sociology.wustl.edu/people/margot-moinester/>)

Assistant Professor  
PhD, Harvard University

**Jake Rosenfeld** (<http://sociology.wustl.edu/people/jake-rosenfeld/>)

Professor  
PhD, Princeton University

**Ariela Schachter** (<http://sociology.wustl.edu/people/ariela-schachter/>)

Associate Professor  
PhD, Stanford University

**Adia Harvey Wingfield** (<http://sociology.wustl.edu/people/adia-harvey-wingfield/>)

Mary Tileston Hemenway Professor in Arts & Sciences  
PhD, Johns Hopkins University

**Kiara Wyndham-Douds** (<https://sociology.wustl.edu/people/kiara-wyndham-douds/>)

Assistant Professor  
PhD, New York University

## Degree Requirements

### Overview

The PhD program is a six-year degree program. Although students will normally earn a master's degree on the way to the PhD, we do not offer a standalone master's degree program. All required course work is meant to be completed within the first three years, although students may continue to take elective courses after the third year. The program is designed in an integrated and streamlined way so that students have ample opportunity to develop research on their own and with faculty and peers. Graduate students will be expected to participate in professional socialization activities including departmental colloquiums, departmental workshops, and departmental mini-conferences, among other opportunities.

## Research Collaboration with Faculty

During their first three semesters, students will engage in a required collaborative research project with their faculty mentor. These research collaborations will integrate students into a faculty member's research. Students will work closely with their faculty mentor on a particular project, ideally resulting in a jointly-authored publication early in the student's program of study. Research collaborations will often continue informally past the third semester.

## Core Courses

- Professional Development
- Central Questions and Approaches in Sociology
- Sociological Theory
- Research Design
- Quantitative Methods
- Qualitative Methods
- Professional Writing

## Electives

Other substantive or methods courses in sociology will be offered that reflect our faculty's research and methodological areas (<https://sociology.wustl.edu/browse/>) of expertise. With departmental approval, advanced methods courses may be taken in other departments and count toward degree requirements.

## Master's Thesis

The master's thesis/empirical paper is an important milestone and a major publication opportunity. Midway through the second year, students will have assembled a committee of three faculty members and received detailed collective feedback on their research. By the end of the summer after their second year, students will complete a draft of their thesis/paper and submit it to their advisor for feedback. By the end of the fifth semester, students will have polished their thesis/paper in the professional writing seminar, defended it before their faculty committee, and submitted the research for publication.

## Mentored Experiences

Students participate in a Mentored Experience for at least three semesters. At least two of those Mentored Experiences will be Mentored Teaching Experiences (MTEs), and one may be a Mentored Professional Experience (MPE). Most students will engage in a Mentored Teaching Experience for three semesters.

## Qualifying Exam Paper

After completing the required course work and the master's thesis/empirical paper, students will write one qualifying exam paper that demonstrates their expertise in two particular subfields of the discipline. Students will choose **two** reading lists developed by the faculty that will contain central contributions to major areas of study (<https://sociology.wustl.edu/browse/>), such as race and ethnicity,

gender, family, immigration, political sociology and social movements, economic sociology, work and organizations, social policy and practice, and policing and criminal justice. Students will be encouraged to add supplemental readings that pertain to their specific emerging research interests.

After reading the material on the two lists, students will write a single paper that identifies important areas of overlap or divergence in the two sociological subfields, that applies insights from one subfield to another, or that otherwise reviews the existing research in a novel way. This process should produce a paper with original insights and potentially be suitable for publication in one of several journals that explicitly welcomes agenda-setting or review articles. This paper will typically be completed by the end of the third year.

## Dissertation Proposal

After completing the qualifying exam paper, students should write a dissertation proposal that describes the motivation and plan for their research. They will receive feedback on drafts of the proposal from a committee they have assembled that consists of at least three faculty members. A final dissertation proposal must be defended before the committee no later than the second semester of the fourth year.

## Dissertation

The PhD dissertation should be an integrated, coherent, and original work. It may be modeled on a book manuscript that builds from an introduction and description of the research to a series of empirical chapters. Alternatively, it may take a "three-paper" format, in which each chapter takes the form of a paper that could be submitted for publication on its own. According to the degree requirements of the Office of Graduate Studies, Arts & Sciences, the dissertation must be defended before a committee of five faculty members, including at least three faculty members from this department and one person from another department or university.

## Theater and Performance Studies

The **master's program in Theater and Performance Studies** at Washington University in St. Louis is one of the strongest programs of its kind. Students are offered rigorous scholarly training, opportunities to meet and work with visiting scholars and artists, and support in developing their own independent research projects, all within a collaborative, collegial environment that prizes critical thinking and creative practice.

Our students enroll in small, intensive seminars in theater history and performance theory as well as studio courses in directing, playwriting and theater for social change. There are ample opportunities for interdisciplinary study, and we have strong relationships with affiliate faculty in allied departments and programs, including Film and Media Studies; English; Music; Comparative Literature; African and African-American Studies; and Women, Gender, and Sexuality Studies.

Our faculty has been recognized with numerous accolades for both their artistic and scholarly work, and the small size of each admitted class allows for individual attention and one-on-one mentorship. We have placed our graduates in top PhD programs in the field, including programs at Brown, Stanford, Northwestern, University of California San Diego, and University of Minnesota. Other graduates have pursued careers in the arts, social justice work and education. We invite students who have studied theater and performance as undergraduates as well as students who are following new paths in their scholarship to learn more about our program.

Contact: Robert Henke  
Phone: 314-935-9336  
Email: rhenke@wustl.edu  
Website: <http://pad.artsci.wustl.edu/graduate>

## Faculty

### Chair

**Julia Walker** (<https://pad.wustl.edu/people/julia-walker/>)  
PhD, Duke University  
(Drama)

### Professors

**Robert K. Henke** (<https://pad.wustl.edu/people/robert-henke/>)  
PhD, University of California, Berkeley  
(Drama)

**Elaine A. Peña** (<https://pad.wustl.edu/people/elaine-pe%C3%B1a/>)  
PhD, Northwestern University  
(Drama)

### Associate Professors

**Pannill Camp** (<https://pad.wustl.edu/people/pannill-camp/>)  
PhD, Brown University  
(Drama)

**Joanna Dee Das** (<https://pad.wustl.edu/people/joanna-dee-das/>)  
Director of Graduate Studies in Dance (MFA)  
PhD, Columbia University  
(Dance)

**Paige McGinley** (<https://pad.wustl.edu/people/paige-mcginley/>)  
PhD, Brown University  
(Drama)

### Assistant Professor

**Elizabeth Hunter** (<https://pad.wustl.edu/people/elizabeth-hunter/>)  
PhD, Northwestern University  
(Drama)

## Teaching Professors

**Robert Mark Morgan** (<https://pad.wustl.edu/people/robert-mark-morgan/>)  
MFA, San Diego State University  
(Drama)

**Sean Savoie** (<https://pad.wustl.edu/people/sean-savoie/>)  
MFA, University of Cincinnati, College Conservatory of Music  
(Drama)

**Andrea Urice** (<https://pad.wustl.edu/people/andrea-urice/>)  
MFA, University of Virginia  
(Drama)

## Professors of Practice

**David W. Marchant** (<https://pad.wustl.edu/people/david-marchant/>)  
MFA, University of Iowa  
(Dance)

**Jeffery S. Matthews** (<https://pad.wustl.edu/people/jeffery-matthews/>)  
MFA, Virginia Commonwealth University  
(Drama)

**Annamaria Pileggi** (<https://pad.wustl.edu/people/annamaria-pileggi/>)  
MFA, Brandeis University  
(Drama)

**Cecil Slaughter** (<https://pad.wustl.edu/people/cecil-slaughter/>)  
MFA, University of Iowa  
(Dance)

**William Whitaker** (<https://pad.wustl.edu/people/william-whitaker/>)  
MFA, Florida Atlantic University  
(Drama)

## Artist-in-Residence

**Ron Himes** (<https://pad.wustl.edu/people/ron-himes/>)  
Henry E. Hampton Jr. Artist-in-Residence  
BSBA, Washington University  
(Drama)

## Distinguished Performing Artist

**Antonio Douthit-Boyd** (<https://pad.wustl.edu/people/antonio-douthit-boyd/>)  
(Dance)

## Lecturers

**Dominique Green** (<https://pad.wustl.edu/people/dominique-green/>)  
MFA, University of Cincinnati, College Conservatory of Music  
(Drama)

**Elinor Harrison** (<https://pad.wustl.edu/people/elinor-harrison/>)

PhD, Washington University in St. Louis  
(Dance)

**Yan Ma** (<https://pad.wustl.edu/people/yan-ma/>)

PhD, University of Hawaii at Manoa  
(Drama)

**Claire Sommers** (<https://english.wustl.edu/people/claire-sommers/>)

PhD, City University of New York  
(Drama)

## Professors Emeriti

**Mary-Jean Cowell** (<https://pad.wustl.edu/people/mary-jean-cowell/>)

PhD, Columbia University  
(Dance)

**Christine Knoblauch-O'Neal** (<https://pad.wustl.edu/people/christine-knoblauch-oneal/>)

PhD, Texas Woman's University  
(Dance)

**Henry I. Schvey** (<https://pad.wustl.edu/people/henry-i-schvey/>)

PhD, Indiana University  
(Drama)

## Degree Requirements

### Master of Arts in Theater and Performance Studies

**Total units required:** 36 units (12 courses at the 500 level)

**Note:** Students must be enrolled in 9 graduate credits each semester to retain full-time status.

#### I. Required courses: 18 units (6 courses)

1. **Drama 5101 Intro to Graduate Study in Drama.** As a general introduction to advanced scholarship in theater and performance studies, this course is designed to familiarize first-year graduate students with expectations for advanced research and professional writing. It is also intended to provide an overview of theater and performance studies, focusing on the relationship between these two scholarly domains, major works of scholarship that have defined the field, and current debates redrawing its contours.
2. **Drama 5303 Performance Theory.** This course introduces students to contemporary theories of performance, with "performance" understood as both metaphor and event. From a multidisciplinary perspective, students will consider how cultures produce meanings — and, indeed, perform those meanings — to create and/or disrupt their own social coherence. Theorists studied include J.L. Austin, Victor Turner, Erving Goffman and Judith Butler.

3. **Drama 5305 Seminar in Dramatic Theory.** An in-depth exploration of core works of dramatic theory from the ancient world to the present, this course focuses on texts that enunciate what theater is, has been and should be. Readings address theater's role in society, the anti-theatrical prejudice, 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.
4. **Theater/Performance History.** One 500-level historically-based seminar from a list of approved courses taught *within* the Performing Arts Department. (Topics vary by semester.) Students are encouraged to meet this requirement with Drama 506 Topics in Contemporary Arts Practice Research or Drama 507 Topics in Contemporary Theoretical and Historical Research
5. **Theater Practice.** At least one (but no more than three) 500-level course(s) in theater practice: dramaturgy, directing, playwriting or design. Students may meet this requirement with Drama 506 Topics in Contemporary Arts Practice Research.
6. Master of Arts students in Theater and Performance Studies should develop knowledge of and appreciation for aesthetic forms, intellectual paradigms, and cultural conditions beyond the largely white, Eurocentric approaches that have prevailed in the modern university curriculum. To that end, students will complete at least **one graduate-level course examining drama, theater, and/or performance that emerges from racial and/or ethnic communities whose contributions have been historically underrepresented in our field.** Eligible courses include those home-based in the Performing Arts Department as well as approved courses offered through other Arts & Sciences departments.

#### II. Electives: 15 units (5 courses)

Students are invited to develop a broad-based or specialized curriculum in theater and performance studies, choosing courses from within the Performing Arts Department (including Dance) or as many as four courses (12 units) from departments outside the Performing Arts Department. The program works closely with faculty affiliates in other departments, including Anthropology; Classics; English (and non-Anglophone languages and literatures); Film and Media Studies; Music; Women, Gender, and Sexuality Studies; and the Sam Fox School of Design & Visual Arts.

#### III. Master's Research (3 units)

The capstone to the master's degree is the completion of an essay of publishable length (typically 25 double-spaced pages) and quality. This essay is based on a seminar paper written during the student's first three semesters in the program, which must be extensively revised and expanded under the guidance of an advisor. After the revised seminar paper has been submitted to and approved by the director of graduate studies, the student will meet with a committee of three faculty members for an oral exam.

## Accelerated Master of Arts in Theater and Performance Studies

This program allows qualified Washington University undergraduates to complete a Master of Arts (AM) degree in a one-year accelerated program after earning the Bachelor of Arts (AB) degree in drama. The undergraduate and graduate degrees are awarded sequentially, if approved, with admission to the Accelerated AM program occurring during the fall semester after completion of the AB degree during the preceding December, May or August. Applications may be submitted at any time during the student's senior year through March 15, and GRE tests are not required. The program is available only to senior students and only for continuous enrollment the next year. There is no option for deferred admission.

The requirements for the Accelerated AM are identical to those for the traditional AM, as detailed above. To complete the AM in one year, students may apply five undergraduate courses at the 400 level or above (a maximum of 16 units) toward the master's degree. Undergraduate courses must be acceptable to the director of graduate studies, and they must be completed with a final grade of B or higher.

Interested students should contact the director of graduate studies, Paige McGinley ([pmcginley@wustl.edu](mailto:pmcginley@wustl.edu)) ([pmcginley@wustl.edu](mailto:pmcginley@wustl.edu)), during their sophomore or junior year for additional information and application instructions.

## Urban Studies

Why is the study of urban life — of living in cities — an important area of study? The answer is simple. As a result of increasing urbanization (i.e., the dynamics that result from people moving into densely populated areas), worldwide projections show that increases in urban populations are occurring everywhere. World cities are growing by one million people per week, and demographers suggest that, by 2050, more than two-thirds of the planet's population will be urban dwellers. The issues that affect our densely populated cities and the people who inhabit them will be the focus of substantive research and policy debates in the 21st century. Because we seek to prepare our students to be leaders on the world stage, the in-depth study of urbanism and urbanization on both the national and international scales is critical.

The Graduate Certificate Program in Urban Studies is administered by the Urban Studies program and the Office of Graduate Studies, Arts & Sciences. The Urban Studies program director, Professor Carol Camp Yeakey, is responsible for the Graduate Certificate Program.

|          |   |
|----------|---|
| Contact: | Carol Camp-Yeakey   |
| Phone:   | 314-935-6241  |
| Email:   | <a href="mailto:cyeakey@wustl.edu">cyeakey@wustl.edu</a>  |
| Website: | <a href="https://urbanstudies.wustl.edu/graduate-certificate">https://urbanstudies.wustl.edu/graduate-certificate</a> |

## Faculty

### Founding Director

**Carol Camp Yeakey** (<https://education.wustl.edu/people/carol-camp-yeakey/>)

Marshall S. Snow Professor of Arts & Sciences  
Founding Director, Interdisciplinary Program in Urban Studies  
Founding Director, Center on Urban Research & Public Policy  
PhD, Northwestern University  
(Education and Social Policy)

### Professors (partial listing)

**John G. Baugh Jr.** (<http://psychweb.wustl.edu/people/john-baugh/>)

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

**John R. Bowen** (<https://anthropology.wustl.edu/people/john-bowen/>)

Dunbar-Van Cleve Professor in Arts & Sciences  
PhD, University of Chicago  
(Anthropology)

**Adrienne D. Davis** (<https://law.wustl.edu/faculty-staff-directory/profile/adrienne-davis/>)

William M. Van Cleve Professor of Law  
JD, Yale University  
(Law)

**Gerald L. Early** (<https://english.wustl.edu/people/gerald-early/>)

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

**Steven Fazzari** (<https://economics.wustl.edu/people/steven-fazzari/>)

Bert A. and Jeanette L. Lynch Distinguished Professor of Economics  
PhD, Stanford University  
(Economics)

**James L. Gibson** (<https://polisci.wustl.edu/people/james-l-gibson/>)

Sidney W. Souers Professor of Government  
PhD, University of Iowa  
(Political Science)

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

PhD, Washington University  
(Architecture)

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

E. Desmond Lee Professor for Community Collaboration,  
Sam Fox School of Design & Visual Arts  
MArch, Yale University  
(Architecture)

**William R. Lowry** (<https://polisci.wustl.edu/people/william-lowry/>)

PhD, Stanford University  
(Political Science)

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

Rebecca & John Voyles Professor of Architecture  
PhD, Princeton University  
(Architecture)

**Kimberly Jade Norwood** ([http://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=303](http://law.wustl.edu/faculty_profiles/profiles.aspx?id=303))

Henry H. Oberschelp Professor of Law  
JD, University of Missouri  
(Law)

**Timothy H. Parsons** (<https://history.wustl.edu/people/timothy-parsons/>)

PhD, Johns Hopkins University  
(History)

**Will R. Ross** (<https://renal.wustl.edu/bio/will-ross-md-mph/>)

Alumni Endowed Professor of Medicine  
MD, Washington University  
(Medicine)

**Vetta L. Sanders Thompson** (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Vetta-Sanders-Thompson.aspx>)

E. Desmond Lee Professor of Racial and Ethnic Diversity  
PhD, Duke University  
(Social Work)

**Karen L. Tokarz** (<https://law.wustl.edu/faculty-staff-directory/profile/karen-tokarz/>)

Charles Nagel Professor of Public Interest Law & Policy  
JD, Saint Louis University  
LLM, University of California, Berkeley  
(Law)

**Denise Ward-Brown** (<https://samfoxschool.wustl.edu/people/faculty/72-denise-ward-brown/>)

MFA, Howard University  
(Art)

**James V. Wertsch** (<https://anthropology.wustl.edu/people/james-wertsch/>)

David R. Francis Distinguished Professor  
PhD, University of Chicago  
(Anthropology)

**Rafia Zafar** (<https://english.wustl.edu/people/rafia-zafar/>)

PhD, Harvard University  
(English)

## Associate Professors

**Sheretta Tekise Butler-Barnes** (<http://urbanstudies.wustl.edu/people/sheretta-butler-barnes/>)

PhD, Wayne State University  
(Social Work)

**Lingchei Letty Chen** (<https://ealc.wustl.edu/people/lingchei-letty-chen/>)

PhD, Columbia University  
(East Asian Languages and Cultures)

**Rowhea Elmesky** (<https://education.wustl.edu/people/rowhea-elmesky/>)

PhD, Florida State University  
(Education)

**Clarissa Hayward** (<https://polisci.wustl.edu/people/clarissa-rile-hayward/>)

PhD, Yale University  
(Political Science)

**Shanti A. Parikh** (<https://anthropology.wustl.edu/people/shanti-parikh/>)

PhD, Yale University  
(Anthropology)

**Sunita A. Parikh** (<https://polisci.wustl.edu/people/sunita-parikh/>)

PhD, University of Chicago  
(Political Science)

**Michelle A. Purdy** (<http://education.wustl.edu/people/michelle-purdy/>)

PhD, Emory University  
(Education)

**Nancy Y. Reynolds** (<https://history.wustl.edu/people/nancy-reynolds/>)

PhD, Stanford University  
(History)

## Assistant Professor

**Ebony M. Duncan-Shippy** (<https://education.wustl.edu/people/ebony-m-duncan-shippy/>)

PhD, Vanderbilt University  
(Sociology; Education)

## Senior Lecturer

**Gay Goldman Lorberbaum** (<https://samfoxschool.wustl.edu/people/faculty/166-gay-lorberbaum/>)

MArch, Washington University  
(Architecture)

## Degree Requirements

### Graduate Certificate in Urban Studies

The Graduate Certificate in Urban Studies is open to PhD students in any discipline. It is administered by the Center on Urban Research and Public Policy in accordance with the general requirements for graduate certificates of the Office of Graduate Studies, Arts & Sciences.

Specifically, the graduate certificate requires the successful completion of five courses (two core courses and three electives) for a total of 15 graduate units. A maximum of two of these five courses may also be counted toward the PhD.

## Women, Gender, and Sexuality Studies

### Joint Juris Doctor/Master of Arts in Women, Gender, and Sexuality Studies

The Juris Doctor/Master of Arts in Women, Gender, and Sexuality Studies (WGSS) is a truly joint program in which students, under close mentoring by advisors in both Law and WGSS, take a carefully selected set of courses in the Law School and in Arts & Sciences that are tailored to the students' interests. Course work in Arts & Sciences provides students with advanced training in issues of gender, sexuality, race/ethnicity, class, and disability. Whether they come from a gender and sexuality studies background already or they are looking to supplement their JD with a gender and sexuality studies perspective, this program is designed to prepare lawyers with a deep understanding of the cultural impacts of gender and sexuality in the workplace, in policy, and in law.

### Graduate Certificate in Women, Gender, and Sexuality Studies

Our graduate certificate program allows students in PhD programs to enhance their disciplinary studies with a concentration in gender studies.

This program offers graduate certificate students an opportunity to meet and work with graduate students in other departments. Graduate certificate students are on the program's mailing lists and are invited to participate in a variety of events, including special guest lectures, conferences, faculty searches, and informal gatherings.

In WGSS, graduate certificate students may engage in a teaching pedagogy opportunity. The teaching pedagogy opportunity in WGSS takes place over two semesters. During the first semester, students undergo teaching preparation in which they observe the class that they will teach. They are mentored by the instructor, and they attend instructor meetings devoted to examining content and pedagogy. In addition, they develop a syllabus — often in consultation with their WGSS teaching mentor and their department advisor — that is

reviewed carefully by WGSS faculty. These students may be undergoing mentored teaching experiences in their own departments during this first semester. During the next semester, students teach the WGSS course, and they are observed by WGSS faculty and, in some cases, by faculty in their own departments. These faculty use a rubric for the student's assessment that is made available to the student.

Students receive a written assessment that they then discuss with the observing WGSS faculty member. Sometimes, students are observed and assessed more than once. Participation in this program broadens students' teaching experiences and their credentials for future job opportunities. The following departments are involved in this program: Anthropology, Art History, Education, English, German, History, Philosophy, Political Science, and Romance Languages and Literatures.

Phone: 314-935-5102  
Email: [wgss@wustl.edu](mailto:wgss@wustl.edu)  
Website: <http://wgss.artsci.wustl.edu>

## Faculty

### Chair

**Rebecca Wanzo** (<https://wgss.wustl.edu/people/rebecca-wanzo/>)  
Professor, Women, Gender, and Sexuality Studies  
PhD, Duke University  
(Women, Gender, and Sexuality Studies)

### Core Faculty

**Marlon M. Bailey** (<https://wgss.wustl.edu/people/marlon-m-bailey/>)  
Co-Director of Graduate Studies and Professor  
PhD, University of California, Berkeley  
(African and African American Studies; Women, Gender, and Sexuality Studies)

**Heather Berg** (<https://wgss.wustl.edu/people/heather-berg/>)  
Co-Director of Graduate Studies and Assistant Professor  
PhD, University of California, Santa Barbara  
(Women, Gender, and Sexuality Studies; Feminist Studies)

**Rachel Brown** (<https://wgss.wustl.edu/people/rachel-brown/>)  
Assistant Professor  
PhD, The Graduate Center, City University of New York  
(Women, Gender, and Sexuality Studies; Political Science)

**Ivan Bujan** (<https://wgss.wustl.edu/people/ivan-bujan/>)  
Postdoctoral Fellow  
PhD, Northwestern University  
(Women, Gender, and Sexuality Studies; Performance Studies)

**Shefali Chandra** (<https://history.wustl.edu/people/shefali-chandra/>)  
Co-Director of Graduate Studies and Associate Professor  
PhD, University of Pennsylvania  
(Women, Gender, and Sexuality Studies; History)

**Amy Cislo** (<https://wgss.wustl.edu/people/amy-eisen-cislo/>)

Co-Director of Undergraduate Studies and Teaching Professor  
PhD, Washington University  
(Women, Gender, and Sexuality Studies; German)

**René Esparza** (<https://wgss.wustl.edu/people/rene-esparza/>)

Assistant Professor  
PhD, University of Minnesota, Twin Cities  
(Women, Gender, and Sexuality Studies; American Studies)

**Tamsin Kimoto** (<https://wgss.wustl.edu/people/tamsin-kimoto/>)

Assistant Professor  
PhD, Emory University  
(Women, Gender, and Sexuality Studies)

**Allison S. Reed** (<https://wgss.wustl.edu/people/allison-s-reed/>)

Postdoctoral Fellow  
PhD, University of Chicago  
(Women, Gender, and Sexuality Studies)

## Professors Emeritas

**Mary Ann Dzuback** (<https://wgss.wustl.edu/people/mary-ann-dzuback/>)

Associate Professor of Women, Gender, and Sexuality Studies,  
Education, and History (courtesy)  
PhD, Columbia University  
(Women, Gender, and Sexuality Studies; Education; History)

**Linda Nicholson** (<https://wgss.wustl.edu/people/linda-nicholson/>)

Susan E. and William P. Stiritz Distinguished Professor of Women's  
Studies  
PhD, Brandeis University  
(Women, Gender, and Sexuality Studies; History)

## Additional Program Faculty

**Jami Ake** (<https://wgss.wustl.edu/people/jami-ake/>)

Senior Lecturer  
PhD, Indiana University Bloomington  
(Interdisciplinary Project in the Humanities; Women, Gender, and  
Sexuality Studies)

**Cynthia Barounis** (<https://wgss.wustl.edu/people/cynthia-barounis/>)

Co-Director of Undergraduate Studies and Senior Lecturer  
PhD, University of Illinois Chicago  
(Women, Gender, and Sexuality Studies)

**Andrea Nichols** (<https://wgss.wustl.edu/people/andrea-nichols/>)

Lecturer  
PhD, University of Missouri-St. Louis  
(Women, Gender, and Sexuality Studies; Criminology)

**Trevor Sangrey** (<https://wgss.wustl.edu/people/trevor-sangrey/>)

Lecturer  
PhD, University of California, Santa Cruz  
(Women, Gender, and Sexuality Studies; History of Consciousness)

**Elisabeth Windle** (<https://wgss.wustl.edu/people/elisabeth-windle/>)

Lecturer  
PhD, Washington University in St. Louis  
(Women, Gender, and Sexuality Studies; English)

## Affiliate Faculty

**Jean Allman** (<https://history.wustl.edu/people/jean-allman/>)

J.H. Hexter Professor in the Humanities  
PhD, Northwestern University  
(History)

**Susan Frelich Appleton** (<https://law.wustl.edu/faculty-staff-directory/profile/susan-frelich-appleton/>)

Lemma Barkeloo and Phoebe Couzens Professor of Law  
JD, University of California, Berkeley  
(Law)

**Nancy Berg** (<https://jimes.wustl.edu/people/nancy-e-berg/>)

Professor  
PhD, University of Pennsylvania  
(Modern Hebrew Languages and Literatures)

**Elizabeth Childs** (<http://arthistory.artsci.wustl.edu/people/elizabeth-c-childs/>)

Etta and Mark Steinberg Professor of Art History  
PhD, Columbia University  
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**Caitlyn Collins** (<http://sociology.wustl.edu/people/caitlyn-collins/>)

Assistant Professor  
PhD, University of Texas at Austin  
(Sociology)

**Rebecca Copeland** (<http://ealc.wustl.edu/people/rebecca-copeland/>)

Professor  
PhD, Columbia University  
(Japanese)

**Marion Crain** ([http://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=6613](http://law.wustl.edu/faculty_profiles/profiles.aspx?id=6613))

Wiley Rutledge Professor of Law  
JD, University of California, Los Angeles  
(Law)

**Adrienne Davis** ([http://law.wustl.edu/faculty\\_profiles/profiles.aspx?id=5768](http://law.wustl.edu/faculty_profiles/profiles.aspx?id=5768))

William M. Van Cleve Professor of Law  
JD, Yale University  
(Law)

**Tonya Edmond** (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Tonya-Edmond.aspx>)

Associate Professor  
PhD, University of Texas at Austin  
(Social Work)

**Vanessa Fabbre (<https://brownschool.wustl.edu/Faculty-and-Research/Pages/Vanessa-Fabbre.aspx>)**

Assistant Professor  
PhD, University of Chicago  
(Social Work)

**R. Marie Griffith (<https://rap.wustl.edu/people/r-marie-griffith/>)**

John C. Danforth Distinguished Professor  
PhD, Harvard University  
(Director, John C. Danforth Center on Religion and Politics)

**Christine Johnson (<https://history.wustl.edu/people/christine-johnson/>)**

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PhD, Johns Hopkins University  
(History)

**Elizabeth Katz (<https://law.wustl.edu/faculty-staff-directory/profile/elizabeth-d-katz/>)**

Associate Professor  
JD, University of Virginia  
(Law)

**Stephanie Kirk (<https://rll.wustl.edu/people/stephanie-kirk/>)**

Associate Professor  
PhD, New York University  
(Romance Languages and Literatures)

**Rebecca Lester (<https://anthropology.wustl.edu/people/rebecca-lester/>)**

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**Erin McGlothlin (<https://german.wustl.edu/people/erin-mcglathlin-0/>)**

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**Angela Miller (<https://artsci.wustl.edu/faculty-staff/angela-miller/>)**

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**Patricia Olynyk ([http://samfoxschool.wustl.edu/portfolios/faculty/patricia\\_olynyk/](http://samfoxschool.wustl.edu/portfolios/faculty/patricia_olynyk/))**

Florence and Frank Bush Professor of Design and Visual Arts  
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Charles F. Nagel Professor of Employment and Labor Law  
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**Gaylyn Studlar (<https://fms.wustl.edu/people/gaylyn-studlar/>)**

David May Distinguished University Professor in the Humanities  
PhD, University of Southern California  
(Film and Media Studies)

**Lynne Tatlock (<http://complit.artsci.wustl.edu/people/lynne-tatlock/>)**

Hortense and Tobias Lewin Distinguished Professor in the Humanities  
PhD, Indiana University  
(Germanic Languages and Literatures)

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Charles Nagel Professor of Public Interest and Public Service Law  
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LLM, University of California, Berkeley  
(Law)

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**Akiko Tsuchiya (<https://rll.wustl.edu/people/akiko-tsuchiya/>)**

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PhD, Cornell University  
(Romance Languages and Literatures)

**Anika Walke (<https://history.wustl.edu/people/anika-walke/>)**

Associate Professor  
PhD, University of California  
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**Gerhild Scholz Williams (<https://german.wustl.edu/people/gerhild-williams/>)**

Barbara Schaps Thomas and David M. Thomas Professor in the Humanities  
PhD, University of Washington  
(Germanic Languages and Literatures)

**Adia Harvey Wingfield (<https://sociology.wustl.edu/people/adia-harvey-wingfield/>)**

Professor  
PhD, Johns Hopkins University  
(Sociology)

**Colette Winn (<https://rll.wustl.edu/people/colette-winn/>)**

Professor  
PhD, University of Missouri-Columbia  
(Romance Languages and Literatures)

## Degree Requirements

### Joint Juris Doctor/Master of Arts in Women, Gender, and Sexuality Studies

The Juris Doctor/Master of Arts in Women, Gender, and Sexuality Studies (JD/AM in WGSS) is a truly joint program in which students, under close mentoring by advisors in both Law and WGSS, take a carefully selected set of courses in the Law School and in the Office of Graduate Studies, Arts & Sciences, that have been tailored to the student's interests. Course work in Arts & Sciences provides students with advanced training in issues of gender, sexuality, race/ethnicity, class, and more. Whether students come from a gender and sexuality studies background already or are looking to supplement their JD with a gender and sexuality studies perspective, this program is designed to prepare lawyers with a deep understanding of the cultural impacts of gender and sexuality in the workplace, in policy, and in law.

Students entering this four-year program spend their first year taking the required 1L courses in the School of Law. Applications for the JD/AM are accepted from students who are applying to the Law School and those who are in their first year at the Law School. Students will only be admitted to the joint program after they have been accepted into the Law School.

**Note:** The AM in WGSS is conferred only on students in this joint program. WGSS does not offer a stand-alone AM.

## JD/AM Program Requirements

Students in the program fulfill the usual JD requirements, including one ethics course, one upperclass writing course (seminar), 6 units of experiential credits in designated courses, and 67 units of law classroom credits. Because the upperclass JD curriculum may vary from year to year, students should choose their electives in consultation with their Law School advisors.

The AM requires 32 credit units, including at least 21 units from specific categories, with the remainder satisfied through elective courses in the student's area of interest. A 2-credit master's thesis is optional, in which case the student would complete 30 units of course work as well as the thesis. Electives may be drawn from 500-level courses in WGSS or from specific courses in the upperclass JD curriculum. To count toward the 32 credits required for the AM in WGSS, courses *must* be taken for a grade, with the exception of Law School externships approved by the WGSS JD/AM program director and Supervised Instruction: Law, Gender & Justice.

Students in the joint JD/AM program may take Arts & Sciences courses during their second through fourth years. They must earn grades of B or higher in those courses in order to count them towards the JD/AM program. Students who do not complete the AM portion of the joint degree program are not eligible for the graduate certificate in WGSS.

*For students pursuing the master's thesis option:* Students who choose to write a thesis should determine a subfield of focus early in the program, preferably during the first year of study in Arts & Sciences. The following year, in collaboration with their advisors, students will develop a thesis project or a practicum with a substantial writing component.

During their final semester of courses, students take a comprehensive written examination that will test their competence in the field of study. The examining committee will consist of the director of graduate studies, the student's advisor, and one other faculty member who is either core or affiliated with WGSS.

## Course Requirements

Note that any particular course can count only toward one required category.

### Advanced Theory and Research (9 units):

| Code      | Title                                 | Units |
|-----------|---------------------------------------|-------|
| WGSS 5000 | Advanced Feminist Theory              | 3     |
| WGSS 5140 | Feminist Research Methodologies       | 3     |
| WGSS 5150 | Feminist Literary and Cultural Theory | 3     |
| WGSS 5200 | Feminist Political Theory             | 3     |

### Advanced Seminars in Race/Ethnicity (3 units):

| Code      | Title   | Units |
|-----------|---|-------|
| WGSS 5165 | From Mammy to the Welfare Queen: African-American Women Theorize Identity | 3     |
| WGSS 5401 | Intersectionality   | 3     |

**Advanced Seminars in Gender/Sexuality (3 units):**

| Code      | Title   | Units |
|-----------|---|-------|
| WGSS 5085 | Everyday Unruliness: Feminist and Queer Resistance        | 3     |
| WGSS 5135 | The Politics of Pleasure                                  | 3     |
| WGSS 5150 | Feminist Literary and Cultural Theory                     | 3     |
| WGSS 5370 | Reformers and Radicals: Feminist Thinking Through History | 3     |

**Advanced Seminars in Transnational Feminist and Gender Analysis (6 units):**

| Code      | Title   | Units |
|-----------|---|-------|
| WGSS 5090 | Gender, Sexuality and Change in Africa                    | 3     |
| WGSS 5200 | Feminist Political Theory                                 | 3     |
| WGSS 5245 | Transnational Feminisms                                   | 3     |
| WGSS 5370 | Reformers and Radicals: Feminist Thinking Through History | 3     |

**Electives in the Student's Area(s) of Interest (9-12 units):**

These electives can be chosen from any 500-level WGSS courses and/or from the following Law School courses that *must* be taken for a grade (with the exception of LAW 802B/802C or an externship approved by the WGSS advisor).

| Code   | Title  | Units           |
|--|--|-----------------|
| LAW 590D   | Children's Rights Clinic   | var.;<br>max 8  |
| LAW 508C   | Domestic Violence & the Law  | 2               |
| LAW 590D   | Employment Discrimination  | 3               |
| LAW 548  | Family Law   | 4               |
| LAW 8295   | Feminist Theories/Feminist Judgments (seminar)   | 3               |
| LAW 8275   | Implicit Bias, Law, & the Legal Profession (seminar)   | 3               |
| LAW 609S-01  | The Law of the Fourteenth Amendment  | 2               |
| LAW 784  | Regulating Sex: Historical and Cultural Encounters   | 2               |
| LAW 602D   | Sexuality & the Law: Theory & Practice   | 3               |
| LAW 802B & LAW 802C  | Supervised Instruction: Law, Gender, & Justice (pass/fail, by selection only; can only count toward the JD portion of the program) | 3               |
| Semester-in-practice externship (specific placements only) |  | var.;<br>max 12 |

## Thesis Procedures

Students who choose to write a thesis will determine a subfield of focus during the first year of study. During the second year, in collaboration with their advisors, students will develop a thesis project or a practicum with a substantial writing component. Students who do not complete the AM portion of the joint degree program are not eligible for the graduate certificate in WGSS. Students must earn grades of B or higher in graduate Arts & Sciences courses for those courses to count toward the AM in WGSS.

## Graduate Certificate in Women, Gender, and Sexuality Studies

Graduate students interested in the graduate certificate in WGSS should first apply for admission to the Washington University department in which they wish to obtain an advanced degree. After being admitted, each student should notify their department advisor and the WGSS program director of their plans to obtain the WGSS certificate. In addition, each student should submit an "Application for Admission to Certificate Program" form to the Office of Graduate Studies, Arts & Sciences, with a copy also given to the WGSS office. The earlier that the WGSS department knows who these students are, the earlier these students can be included in mailings about program activities, lectures, conferences and other events. Certificate application forms are available from the Office of Graduate Studies, Arts & Sciences.

The graduate certificate in WGSS requires the completion of five courses, at least two of which must be drawn from 500-level or above home-based WGSS courses. The other three required courses must be drawn from 500-level or above home-based or cross-listed WGSS courses or from other program-approved, gender-based courses; students will consult with the program director for approval. Since the certificate requires three courses beyond those required for a student's home degree, participation in the certificate program may require an extra semester of graduate courses. Those students who are not interested in the certificate but who want to concentrate on gender within their disciplines to enhance their credentials and enrich their training may do so in accordance with the policies of their individual departments. Other students may participate in WGSS courses without commitment to a concentration.

## Writing

The Writing program offers a **Master of Fine Arts (MFA) in Writing** in three genres: creative nonfiction, fiction and poetry. Applicants must apply to each genre separately and will be enrolled in only one. However, through themed craft courses, MFA students may take courses with faculty and students in other genres. The MFA in Writing is a two-year program.

The Writing program, which is ranked ninth in the country by *Poets & Writers*, is highly selective, enrolling 10 to 15 students each year. There is a low faculty-to-student ratio, with writing courses generally capped at 12 students. MFA students are generously funded, with all incoming students receiving full tuition scholarships plus university

fellowships. Our faculty includes Guggenheim Fellows, National Book Award finalists, and winners of the National Book Critics Circle Award. Graduates of our program have won the PEN/Hemingway Award and the Drue Heinz Literature Prize, among other honors.

Each year, our reading series brings a diverse group of poets, fiction writers and nonfiction writers to the department. In addition, the Hurst Professor program brings in six distinguished visitors each year to present their newest work, lecture on the craft of writing, and work one-on-one with our MFA students. Edward P. Jones, Frank Bidart, Joy Williams, Jorie Graham, Aleksandar Hemon, Lucie Brock Broido, George Saunders, Louise Glück, Kelly Link, C.D. Wright, Richard Powers, Claudia Rankine, Deborah Eisenberg, Paul Muldoon, Charles Baxter, Timothy Donnelly and Lydia Davis are just some of our recent visiting Hurst Professors.

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Email: [scrabong@wustl.edu](mailto:scrabong@wustl.edu)  
Website: [http://english.artsci.wustl.edu/graduate/writing\\_program](http://english.artsci.wustl.edu/graduate/writing_program)

## Faculty

### Professors

**Mary Jo Bang** (<https://english.wustl.edu/people/mary-jo-bang/>)

MFA, Columbia University

**Carl Phillips** (<https://english.wustl.edu/people/carl-phillips/>)

MA, Boston University

### Associate Professors

**Danielle Dutton** (<https://english.wustl.edu/people/danielle-dutton/>)

PhD, University of Denver

**Edward McPherson** (<https://english.wustl.edu/people/edward-mcpherson/>)

MFA, University of Minnesota–Twin Cities

### Assistant Professor

**G'Ra Asim** (<https://english.wustl.edu/people/gra-asim/>)

MFA, Columbia University

### Writers-in-Residence

**Kathryn Davis** (<https://english.wustl.edu/people/kathryn-davis/>)

BA, Goddard University

**Kathleen Finneran** (<https://english.wustl.edu/people/kathleen-finneran/>)

BA, Washington University

**Niki Herd** (<https://english.wustl.edu/people/niki-herd/>)

PhD, University of Houston

**Marshall Klimasewski** (<https://english.wustl.edu/people/marshall-klimasewski/>)

MFA, Bowling Green State University

## Director of Creative Writing Program

**David Schuman** (<https://english.wustl.edu/people/david-schuman/>)

MFA, Washington University

## Degree Requirements Master of Fine Arts in Writing

The Writing program leads to the Master of Fine Arts (MFA) in Writing. This is a two-year program that requires satisfactory completion of 42 credit units, a thesis, and an oral examination dealing principally with the thesis.

### Courses

Of the 42 credit units required, 24 consist of the graduate nonfiction, fiction or poetry workshop taken every semester. The remainder are primarily literature and craft courses from the English department. However, in consultation with the director of the program, graduate-level courses from any department that will enrich the student's writing are acceptable, as long as the student has the appropriate preparation and the permission of the instructor.

During their first year, students enroll for 24 units: the graduate workshop in their genre (6 units) plus two additional 3-unit courses each semester. During the second year, while participating in the mentored teaching experience, students typically take a total of 18 units: the workshop each semester (12 units), thesis hours (3 units), and an additional course.

### Thesis

The required work for the MFA culminates in a thesis, which may take different forms but is usually a volume (or most of a volume) of poems, stories or essays; a novel (or most of a novel); or a memoir or other long-form creative nonfiction work (or most of one).

### Oral Examination

Near the end of the second year, after the thesis has been submitted in its final form, the program will schedule an oral examination that deals principally with the thesis.

## School of Continuing & Professional Studies

### Graduate Study

The School of Continuing & Professional Studies administers the Master of Liberal Arts and Master of Arts in coordination with the Office of Graduate Studies, Arts & Sciences. The School of Continuing & Professional Studies administers the Master of Science in Clinical Research Management. The School of Continuing & Professional Studies also offers a range of graduate-level certificate programs (<http://caps.wustl.edu/programs/17/>).

Master's degree programs (<https://caps.wustl.edu/programs/graduate/>) in the School of Continuing & Professional Studies consist of 30 to 36 units of graduate-level course work, including, in some cases, a 6-unit master's thesis or a 3-unit directed research project.

Normally, up to 6 units of relevant graduate-level study with a grade of B or higher may be transferred to a master's degree program. All other course work must be taken at Washington University. Courses taken as pass/fail or audit will not count toward a master's degree program of study.\* Grades below C- will not count toward a master's degree program of study. Students must maintain a cumulative grade-point average of 3.0 to be eligible to receive a master's degree.

Please visit the School of Continuing & Professional Studies website (<http://caps.wustl.edu>) or call 314-935-6700 for more detailed information, requirements and policies concerning specific graduate degree programs.

\* School of Continuing & Professional Studies students may apply a maximum of 6 units of pass/fail credit from graduate-level course work in the Olin Business School to a master's degree program in the School of Continuing & Professional Studies. The course work must be authorized by the School of Continuing & Professional Studies, and the student must have received a grade of Pass or High Pass in the Olin School course. Courses with grades of Low Pass are not eligible. This policy applies only to courses completed on a pass/fail basis in the Olin Business School prior to a student's admission to a School of Continuing & Professional Studies graduate program of study administered and conferred by the School of Continuing & Professional Studies. Once admitted to a School of Continuing & Professional Studies program of study, students who are authorized to take courses in the Olin School and apply them toward their program of study are required to convert pass/fail grades to letter grades at the time of registration.

### Admission

Admission to master's degree programs is competitive and open on a selective basis to qualified individuals who have earned a baccalaureate degree. The School of Continuing & Professional Studies reviews completed applications and makes admissions decisions on a rolling basis for master's degree programs. The process typically takes four to six weeks. Master's degree applicants should submit materials according to the following schedule to ensure a timely

decision: December 15 for spring, April 15 for summer and July 15 for fall. Please visit the School of Continuing & Professional Studies website (<http://caps.wustl.edu>) for additional program-specific admission requirements.

### Graduate Degrees in the School of Continuing & Professional Studies

- Master of Arts (AM) in Biology (<https://caps.wustl.edu/programs/graduate/masters-biology/>)
- Master of Arts (AM) in Human Resources Management (<https://caps.wustl.edu/programs/graduate/masters-human-resources-management/>)
- Master of Arts (AM) in International Affairs (<https://caps.wustl.edu/programs/graduate/masters-international-affairs/>)
- Master of Arts (AM) in Nonprofit Management (<https://caps.wustl.edu/programs/graduate/masters-nonprofit-management/>)
- Master of Arts (AM) in Teaching and Learning (<https://caps.wustl.edu/programs/graduate/masters-teaching-learning/>)
- Master of Data Analytics & Applications (MDAA) (<https://caps.wustl.edu/items/mdaa/>)
- Master of Liberal Arts (MLA) (<https://caps.wustl.edu/programs/graduate/masters-liberal-arts/>)
- Master of Science (MS) in Clinical Research Management (<https://caps.wustl.edu/programs/graduate/masters-clinical-research-management/>)

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

## School of Continuing & Professional Studies - Biology

### Master of Arts in Biology

The **Master of Arts in Biology** program helps students to update and deepen their knowledge of the biomedical sciences, prepare for employment in related fields, and advance their professional standing while obtaining a graduate science degree on a part-time basis through evening, weekend and online courses.

The program is designed to be adaptable to each individual's unique background and goals, and it provides a flexible curriculum and close individual advising for each student. Students include science and health professionals, teachers, technicians, and individuals in biology-related businesses.

Students in this program have the option of choosing a concentration in neurobiology for deeper, more focused study.

Contact: Kilinyaa Cothran  
Email: cothran@wustl.edu  
Website: <http://caps.wustl.edu/programs/graduate/masters-biology>

## School of Continuing & Professional Studies - Human Resources Management

### Master of Arts in Human Resources Management

Human resources managers are an integral part of the leadership team charged with directing complex organizations and a diverse workforce. Managing people and organizations requires both functional skills in human resources as well as expertise in strategic planning and organizational development. The **Master of Arts in Human Resources Management** prepares individuals in a variety of employment settings to join other organizational leaders at the table of decision makers.

The Human Resources Management graduate program provides students with skills and information in key operational areas such as human relations and communications, compensation and benefits, training and development, employee and labor relations, and staffing and retention. In addition, the program teaches professionals how to contribute to organizational development, change, risk management and strategic planning.

Contact: Jennifer Fickeler  
Email: [jfickeler@wustl.edu](mailto:jfickeler@wustl.edu)  
Website: <http://caps.wustl.edu/programs/graduate/masters-human-resources-management>

## School of Continuing & Professional Studies - International Affairs

### Master of Arts in International Affairs

Breathtaking changes in political, economic and social relations have taken place over the past several centuries. Living and working in a rapidly changing global environment presents great opportunities to advance the human condition, promote growth and development, create political liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration.

Yet the same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter environmental degradation, and confront potential decline in personal and social autonomy. Our heightened economic, political, social, cultural and environmental interdependence generates serious challenges in areas such as social justice, health, security, development, human rights, social welfare, inequality, diversity and technology. These challenges create the possibility for conflict but also for cooperation and compromise.

The **Master of Arts in International Affairs** offers an interdisciplinary approach to understanding global issues. The program draws on teaching and expertise from Washington University faculty and experienced practitioners in the St. Louis region, and it provides knowledge and skills for understanding and working with some of the most difficult international and cross-cultural problems faced by states, societies and communities. Students have the opportunity to tailor their studies to explore topics such as global politics, global economics, development, international security and conflict, international business, human rights, the role of gender, the environment and sustainability, and issues of regional importance.

Whether students are studying full-time or part-time, a range of on-campus and online courses makes it possible for them to shape their degrees according to their interests and schedules. Please note, though, that this program is not fully online; some courses must be taken on the Washington University campus.

Contact: Rebecca O'Laughlin  
Email: [rolaughlin@wustl.edu](mailto:rolaughlin@wustl.edu)  
Website: <http://caps.wustl.edu/programs/graduate/masters-international-affairs>

## School of Continuing & Professional Studies - Liberal Arts

### Master of Liberal Arts (MLA)

The **Master of Liberal Arts (MLA)** program fosters intellectual breadth through courses that address a broad range of cultural issues from different academic perspectives. Students may explore questions of identity through art, literature and religion. They may analyze the politics of race in fiction, historical documents, the visual arts and music. They may debate ethical choices presented by fiction writers, jurists, philosophers and scientists from antiquity through the present. MLA seminars examine literary, artistic and cinematic masterpieces; historic moments of discovery and change; traditions of thought; cultural differences; and civic responsibilities.

MLA students sharpen their thinking about contemporary values and choices through courses that ask them to reflect on the individual's relation to society, technology and the spread of ideas, challenges to freedom, inspiration, and creativity.

Students pursue course work and independent research with Washington University scholars from a number of academic disciplines, including architecture, art, film, history, literature, music, philosophy, religion and science.

The MLA program emphasizes critical thinking and inquiry, close reading, intensive writing and problem solving, all of which are hallmarks of a liberal arts education and essential skills for a range of professional contexts.

Contact: Rebecca O'Laughlin  
Phone: 314-935-6742  
Email: [rolaughlin@wustl.edu](mailto:rolaughlin@wustl.edu)  
Website: <https://caps.wustl.edu/items/masters-liberal-arts/>

## School of Continuing & Professional Studies - Nonprofit Management

### Master of Arts in Nonprofit Management

Nonprofit organizations confront the challenges and opportunities that mission-driven organizations face today in areas such as succession planning, volunteerism, resource development and competitive funding. The **Master of Arts in Nonprofit Management** addresses these areas, drawing on the expertise of experienced practitioners in the St. Louis area.

The graduate program in nonprofit management provides a range of courses that address the major responsibilities and challenges of nonprofit and human resources management. It prepares students to work effectively in the field, and it enhances the management skills of those seeking careers in related fields. This program is designed for working adults attending school on a part-time basis.

This program provides students with the skills and resources needed to lead mission-driven organizations as productive examples of social entrepreneurship. Studies are grounded in the historical context of nonprofit management and philanthropy, and students acquire skills in all operational areas of nonprofit management, including financial management, law, grant writing, volunteer management, resource development, research and statistical analysis, and marketing communications. At the strategic level, the program teaches leadership, organization development, strategic planning, and the skills of social entrepreneurship.

Contact: Amy Buehler  
Email: [abuehler@wustl.edu](mailto:abuehler@wustl.edu)  
Website: <http://caps.wustl.edu/programs/graduate/masters-nonprofit-management>

## School of Continuing & Professional Studies - Teaching and Learning

### Master of Arts in Teaching and Learning

The **Master of Arts in Teaching and Learning** (MATL) is designed for adult career-changers who are committed to teaching in at-risk schools. The School of Continuing & Professional Studies, the Institute for School Partnership, and the St. Louis Teacher Residency (STLTR) program (<https://www.stlteacher.org/>) collaborate to train and support aspiring teachers who, in turn, will accelerate student achievement.

The first year of the program is facilitated by STLTR and begins with a one-year residency. Student residents work with an experienced mentor teacher in a high-needs classroom, developing the skills needed to be a leader in the classroom. Residents also take courses focused on the core competencies needed to have a successful career in teaching. By joining STLTR, students make a commitment to serve the learners and families in St. Louis-area public schools.

At the end of the first-year residency, students earn their teacher certification. During the second year, residents teach in their partner school districts while completing their master's degrees at the School of Continuing & Professional Studies. Master's pedagogical course work continues to support and inform the students' classroom teaching, and it is complemented by subject-specific courses. After completing the master's degree, participants commit to teaching for two additional years in their home districts, and they receive continued support from STLTR staff during their early years of teaching.

Experienced teachers in STLTR partner schools who wish to strengthen and deepen their practice and prepare to mentor new teachers may also enroll in the MATL.

Contact: Anne Lamb  
Phone: 314-935-6700  
Email: [annetlamb@wustl.edu](mailto:annetlamb@wustl.edu)  
Website: <https://caps.wustl.edu/programs/graduate/masters-teaching-learning>

## Degrees Offered

### A

American Culture Studies (Certificate) (p. 42)

Anthropology (AM, PhD) (p. 43)

Art History and Archaeology (AM, PhD) (p. 47)

### B

Biochemistry, Biophysics, & Structural Biology (PhD) (p. 49)

Biomedical Informatics & Data Science (PhD) (p. 49)

## C

Cancer Biology (PhD) (p. 49)

Chemistry (PhD) (p. 54)

Classics (AM, PhD) (p. 56)

Comparative Literature (AM, PhD) (p. 59)

Computational & Systems Biology (PhD) (p. 49)

## D

Dance (MFA) (p. 61)

Data Science in the Humanities (Certificate) (p. 64)

Developmental, Regenerative, & Stem Cell Biology (PhD) (p. 49)

## E

Early Modern Studies (Certificate) (p. 59)

Earth, Environmental, and Planetary Sciences (AM, PhD) (p. 66)

East Asian Languages and Cultures (AM, PhD) (p. 67)

East Asian and Comparative Literatures (PhD) (p. 67)

Ecology & Evolutionary Biology (PhD) (p. 49)

Economics (AM, Accelerated AM, PhD) (p. 71)

Education (MAEd, MAT, Accelerated AB/MAT, PhD) (p. 75)

English and American Literature (AM, PhD) (p. 78)

English and Comparative Literature (PhD) (p. 59)

## F

Film and Media Studies (Certificate, AM) (p. 81)

French and Comparative Literature (PhD) (p. 59)

French Language and Literature (PhD) (p. 127)

## G

German and Comparative Literature (PhD) (p. 59)

German and Higher Education Administration (AM) (p. 83)

Germanic Languages and Literatures (PhD) (p. 83)

## H

Higher Education Administration (Certificate) (p. 75)

Hispanic Studies (PhD) (p. 127)

Hispanic Studies and Comparative Literature (PhD) (p. 59)

History (PhD) (p. 87)

## I

Immunology (PhD) (p. 49)

Islamic and Near Eastern Studies (AM) (p. 93)

## J

Jewish Studies (AM) (p. 93)

## L

Language Instruction (Certificate) (p. 127)

Latin American Studies (Certificate) (p. 96)

## M

Materials Science & Engineering (PhD) (p. 98)

Mathematics (AM, PhD) (p. 102)

Molecular Cell Biology (PhD) (p. 49)

Molecular Genetics & Genomics (PhD) (p. 49)

Molecular Microbiology & Microbial Pathogenesis (PhD) (p. 49)

Musicology (AM, PhD) (p. 109)

Music Theory (AM, PhD) (p. 109)

## N

Neurosciences (PhD) (p. 49)

## P

Philosophy (PhD) (p. 111)

Philosophy-Neuroscience-Psychology (PhD) (p. 111)

Physics (AM, PhD) (p. 113)

Plant & Microbial Biosciences (PhD) (p. 49)

Political Science (PhD) (p. 117)

Psychological & Brain Sciences (PhD) (p. 123)

## Q

Quantitative Data Analysis (Certificate) (p. 123)

## S

Sociology (PhD) (p. 130)

Statistics (AM, PhD) (p. 102)

## T

Theater and Performance Studies (AM, Accelerated AM) (p. 131)

Translation Studies (Certificate) (p. 59)

## U

Urban Studies (Certificate) (p. 134)

## W

Women, Gender, and Sexuality Studies (JD/AM, Certificate) (p. 136)

Writing (MFA) (p. 140)

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**Note:** The School of Continuing & Professional Studies (p. 142) also offers programs in the following areas: Biology (p. 142), Human Resources Management (p. 143), International Affairs (p. 143), Liberal Arts (p. 143), Nonprofit Management (p. 144), and Teaching and Learning (p. 144).

# Admissions

## Eligibility

Washington University encourages and gives full consideration to all applicants for admission and financial support without regard to race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Evidence considered by each admissions committee includes not only the quality of previous course study but also its relevance to the applicant's prospective program. Research experience in the discipline is always viewed favorably.

The School of Arts & Sciences is strongly interested in recruiting, enrolling, retaining and graduating students from diverse backgrounds. Applications for admission by students from diverse backgrounds to any of the Arts & Sciences degree programs are encouraged and welcomed. To the greatest extent possible, students with disabilities are integrated into the student population as equal members.

To be considered for admission into a graduate degree program, applicants must hold a bachelor's degree from an accredited institution prior to starting the graduate program.

Students may be admitted to study for a PhD degree directly from baccalaureate study or after undertaking other graduate or professional education, whether at Washington University or at another accredited institution.

## Application Process

Degree programs set their own application deadlines, which generally fall in early December each year. Applicants should confirm the deadlines with their prospective programs. It is generally advantageous to the applicant to complete the application well in advance of the deadline.

Admissions and financial aid awards are for a specific academic year. Admitted students can request a deferral of admission for up to one year, but such special requests require approval of the admitting program and of the Office of Graduate Studies, Arts & Sciences. Applicants to whom admission is not offered may reapply after gaining additional evidence of qualification.

Degree programs in Arts & Sciences rarely admit applicants for the spring semester. Students interested in beginning graduate study in the spring should consult their prospective program's faculty and staff prior to completing an application.

The application (<https://gradstudies.artsci.wustl.edu/application-process/>) is available online through the website of the Office of Graduate Studies, Arts & Sciences.

Applications are ready for final consideration after the following items have been submitted:

1. The application
2. Unofficial transcripts of all undergraduate and graduate courses taken by the applicant: The application review process will be greatly expedited by uploading unofficial copies of transcripts.  
**Note:** An official transcript stating the baccalaureate degree earned and the date it was conferred will be required before a student can enroll.
3. Official Test of English as a Foreign Language (TOEFL (<https://www.ets.org/toefl/>)) scores, International English Language Testing System (IELTS (<https://www.ielts.org/>)) scores, or DuoLingo (<https://englishtest.duolingo.com/>) scores (for international applicants whose native language is not English and/or those who do not meet the waiver requirements)
4. Three letters of recommendation completed by persons closely acquainted with the applicant
5. Application fee or fee waiver
6. Any additional material or the interview required by the degree program

Admissions recommendations are made by the faculty of each degree-granting program. Disciplines naturally require different preparation and various aptitudes in their applicants, so the admissions process is necessarily decentralized.

## Admission of International Students

International students considering application to Washington University for graduate study should have a general familiarity with academic practices and university customs in the United States. All international students are required to present evidence of their ability to support themselves financially during graduate study. International students whose native language is not English must submit their TOEFL (<https://www.ets.org/toefl/>), IELTS (<https://www.ielts.org/>), or DuoLingo (<https://englishtest.duolingo.com/>) scores. The selected test should be taken in time for the results to reach Washington University directly from the testing agency before the application deadline.

To be eligible for an English proficiency testing waiver, the applicant must have completed at least three years of study toward their degree from a regionally accredited university located in an English-speaking country. In addition, English proficiency testing may be waived for an application if the applicant has completed a full-time bachelor's or master's degree from a regionally accredited university located in the United States. Please also note that the entire length of study must have been completed at the institution.

## Categories of Admission

Students are admitted to a graduate program in Arts & Sciences as full-time candidates for a specific degree program. There are also two ways to take graduate courses without admission to candidacy for a degree: as a Student Not Candidate for a Degree (SNCD) or as an Unclassified Graduate Student.

### Student Not Candidate for a Degree (SNCD)

SNCD admission may be granted to qualified students who hold a bachelor's degree or its equivalent, who wish to enroll in graduate courses on a non-degree basis, and who receive approval from the degree program of interest. Examples include international exchange students who are studying at the university for a limited duration, students in good standing at other graduate schools, and students who wish to test their capabilities in a graduate setting. Students in this category are assigned faculty advisors and are accorded the same privileges as degree candidates. Applicants for SNCD should follow all application procedures outlined in the section titled "Application Process." Continuation as an SNCD is subject to the same academic and other standards that apply to degree candidates. In special cases, SNCDs may be eligible for financial aid.

### Unclassified Graduate Student

A student who wishes to enroll for selected graduate-level courses without admission to an Arts & Sciences program is generally permitted to do so by registering as an Unclassified Graduate Student with the registrar of the Office of Graduate Studies, Arts & Sciences. Application for admission is not required for such registration, and permission to register as an Unclassified Graduate Student does not constitute admission. Permission to take more than 6 units of graduate credit in any one program requires the approval of that program's director of graduate studies. Unclassified students are not eligible for student services, including financial aid.

## Acceptance of Admission and Award Offers

Washington University, along with most other graduate schools in the United States, subscribes to the following resolution of the Council of Graduate Schools (<https://cgsnet.org/>):

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15 and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution or a link to the URL should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Students to whom admission and financial awards are offered during January through March are requested to give notice in writing of the acceptance or rejection of their offers no later than April 15. Students to whom offers are made after April 1 are asked to reply within two weeks of receipt of the notice. Offers can be withdrawn if the deadline passes without any response from the student. Requests to extend deadlines or to reinstate withdrawn offers should be addressed to the degree program, which must endorse them before forwarding them to the Office of Graduate Studies, Arts & Sciences, for final approval.

## Policies

Graduate students are governed by policies established by the university; by the Office of Graduate Studies, Arts & Sciences; and by the student's department, division or program. Therefore, the policies identified here and elsewhere in this *Bulletin* are not to be considered a complete list. However, every attempt has been made to identify the location of those policies that affect most or all students in the Office of Graduate Studies, Arts & Sciences.

In this *Bulletin*, the University Policies (p. 15) page covers many of the policies that apply to both graduate and undergraduate students, specifically in the areas of nondiscrimination, student health, student conduct, academic integrity, intent to graduate, and academic records and transcripts. In addition, it refers to the university's Compliance and Policies (<https://wustl.edu/about/compliance-policies/>) page. Graduate students should follow that page's links to the Information Technology, Computers and Internet Policies and to the Intellectual Property Policies and the Research Policies; most of the former and many of the latter will apply to all graduate students.

The website of the Office of Graduate Studies, Arts & Sciences, has a Policies & Procedures page (<https://gradstudies.artsci.wustl.edu/graduate-school-policies-and-procedures/>) that includes links to the full text of several of its policies, including those related to the following:

- Academic and Professional Integrity for Graduate Students
- Access to Student Academic Records
- Alcohol Service (at events sponsored by graduate students and organizations)
- Bias-Related University Policies
- Change of Student Status
- Confidentiality
- Consensual Relationships (between Faculty, Staff or Students)
- Courses & Grades
- Dissenting Votes (at a dissertation defense)
- Enrollment & Registration
- Grade Appeals
- Interdisciplinary Opportunities
- International Travel
- Leaves (Leave of Absence, Medical Leave of Absence, Involuntary Leave, New Child Leave)
- Part-Time Employment
- Probation & Dismissal for Academic Reasons
- Reinstatement
- Residency Requirement
- Retake a Course
- Student Grievance Procedures
- Time Off
- Transfer of Credit
- Tuition and Fees
- Withdrawal

Please note that the majority of these policies cover the same topics as quite different versions found elsewhere in the *Bulletin* or on the university's website that are applicable only to undergraduate students. Reviewing these documents through the website of the Office of Graduate Studies, Arts & Sciences, is the best way to guarantee access to the relevant policy for graduate students.

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. The minimum GPA for good standing in graduate programs in Arts & Sciences is 3.0.

# 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. 149).
- The Skandalaris Center (p. 150) 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 course work taken by Washington University students attending SLU or UMSL through the IE program:**

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department 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 course work on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

## Instructions

Washington University students must be enrolled full-time 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 (<https://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program/>).
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 course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

|          |   |
|----------|---|
| Contact: | Office of the University Registrar  |
| Phone:   | 314-935-5959  |
| Email:   | <a href="mailto:registrar@wustl.edu">registrar@wustl.edu</a>  |
| Website: | <a href="http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program">http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program</a> |

# Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship (<https://skandalaris.wustl.edu>) 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

- **Experts on Call** (<https://skandalaris.wustl.edu/resources/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** (<https://skandalaris.wustl.edu/sc-programs/honors-in-innovation-and-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** (<https://skandalaris.wustl.edu/sc-programs/entrepreneurship-citation/>)  
This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.
- **Pivot 314 Fellowship**  
The Pivot 314 Fellowship is a year-long program presented by the Office of the Provost and the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Pivot 314 offers graduate students curated programming focused on professional development and on strengthening leadership and communications skills, as well as internship opportunities.
- **Resources** (<https://skandalaris.wustl.edu/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.
- **Student Entrepreneurial Program (StEP)** (<https://skandalaris.wustl.edu/sc-programs/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 (<https://skandalaris.wustl.edu/sc-programs/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 (<https://skandalaris.wustl.edu/sc-programs/entrepreneurship-courses/>)**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

## Learn More

Please contact the Skandalaris Center (<https://skandalaris.wustl.edu/get-connected/>) to sign up for our newsletter and for additional information about all programs.

|          |   |
|----------|---|
| Phone:   | 314-935-9134  |
| Email:   | <a href="mailto:sc@wustl.edu">sc@wustl.edu</a>                          |
| Website: | <a href="http://skandalaris.wustl.edu">http://skandalaris.wustl.edu</a> |

## Competitions

- **IdeaBounce (<https://skandalaris.wustl.edu/sc-programs/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) (<https://skandalaris.wustl.edu/sc-programs/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) (<https://skandalaris.wustl.edu/sc-programs/global-impact-award/>)**

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

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